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ABSTRACT

Curriculum materials in each home economics area for junior and senior high school levels were developed over a 5-year period by a committee of state supervisory staff, college department chairmen, teacher educators, and teachers. The sequence of offerings is based on student experience at suggested grade levels and include: basic home economics, advanced home economics, specialized home economics, occupational training, and non-prerequisite courses. The subject-matter content, which is color coded, includes: (1) Art in Individual and Family Living, (2) Clothing and Textiles, (3) Foods and Nutrition, (4) Home Management and Family Economics, (5) Housing, and (6) Human Development and the Family. Concepts, generalizations, content, and learning exrience are provided for each grade level. A selected bibliography is provided. (SB)

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Home Economics

Course of Study for Alabama High Schools

VOLUME III

Issued by Authority of the
STATE BOARD OF EDUCATION
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Montgomery, Alabama

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STATE COURSE OF STUDY

IN

HOME ECONOMICS

FOR

JUNIOR AND SENIOR HIGH SCHOOLS

IN

ALABAMA

VOLUME III

Issued by Authority of the
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TEACHING FOR DEPTH AND QUALITY

This State Course of Study for Home Economics is Volume III of the State Course of Study for Alabama High Schools. Every teacher should understand Volume I and Volume II, but every Home Economics teacher should master this volume.

In our changing world of today educators have a deep and continuing obligation to teach that which has meaning of sufficient depth and quality to motivate the pupils to learn and use this learning to lift his level of living and to build on this learning for further learning. Teaching students to learn and "to learn how to learn" in order to be able to get hold of knowledge not yet known is a challenge of today's educators. Students may learn to be independent learners when teachers motivate them to learn and develop an awareness of how they are learning. Instruction for depth and quality that has meaning involves basic knowledge and processes of teaching that will emphasize skills of inquiry, methods of experimentation and discovery, self-directed learning, creativity, initiative and responsibility.

The State Course of Study for Home Economics has been developed as resource material for the teacher in achieving depth and quality instruction in both content and processes in teaching. It is designed to help teachers guide the development of pupils in ways that will give them a feeling of worth and contribute to the development of their potential abilities both now and for the future.

The home is a basic unit in our society and a recognized unit in all cultures. The home is a transmitter of the culture since it is the child's first teacher and provides the setting for human development. Home Economics has as one of its major purposes to strengthen family living through educating youth and adults for it as a planned way of life.

Home Economics is a field of study that merges and applies the principles from the fine arts, physical and biological sciences, social sciences and the practical arts. In this Course of Study, basic principles have been drawn from these disciplines and appropriately applied to the study of human development and family living.

The development of human beings is a concern of both the home and the school. Home Economics is an in-school subject that reaches into the homes, helps improve the home and educates for family living in an effort to contribute to the development of human beings because the product of good homes is good people.

A new dimension of Vocational Home Economics is the training of youth and adults for gainful employment in occupations involving Home Economics knowledge and skills. The units of instruction for this aspect of Home Economics will be developed later as supplements, based on surveys and studies of occupational requirements and opportunities in Alabama.

This new State Course of Study was developed under the leadership of Ruth Stovall, State Supervisor, Home Economics Education, and members of the Supervisory Staff of the State Department of Education under the leadership of J. F. Ingram, Director, Division of Vocational Education. It is the result of a five-year study in which 567 teachers, teacher educators, college subject matter professors, and consultants have had a part at one or more stages in the development of the materials. This is the first Course of Study in the nation to incorporate in all areas of Home Economics the findings of the National Curriculum Study sponsored by the Home Economics Branch, Vocational Division, U. S. Office of Education,

Washington, D. C. Home Economics supervisors and teacher educators from Alabama participated in and contributed to the National Study.

Because of the wide variance in Alabama schools, program guides have been developed with sufficient flexibility to serve the needs of large and small junior and senior high schools in city and county systems. It is to be used by all Home Economics teachers.

In order to benefit from the quality and depth which have been built into this Course of Study, compliance in scheduling the various courses in sequence is essential.

To the teachers who use this Course of Study, may it be a means of helping you and students to achieve quality learning in Home Economics as you teach basic knowledge in ways that will motivate pupils to love knowledge, to apply it today and tomorrow, and to build on it for further learning in a changing world.

To all who have had a part in the development of this Course of Study, the State Board of Education expresses deepest thanks and sincerest appreciation for your contributions to learning.

A. R. Meadows

State Superintendent of Education

and Executive Officer

State Board of Education

THE DEVELOPMENT OF THE STATE COURSE OF STUDY

The curriculum study in Home Economics for junior and senior high schools in Alabama was begun in 1959 under the leadership of a State Steering Committee composed of the State Supervisory Staff in Home Economics, Heads of College Home Economics Departments, Teacher Educators in Home Economics, and ten Home Economics teachers representing the five Supervisory Districts. During the first two-year period, a Statement of Purpose (Goals of Home Economics at the Secondary Level) was developed by the Steering Committee. Committees (composed of teachers, teacher educators and college subject matter teachers) identified basic learnings in each area of Home Economics. The basic learnings were called "What a Pupil Should Know and Be Able to Do after Having Had Home Economics for Three Years in Junior and Senior High School." These learnings included cognitive, affective and psycho-motor objectives.

These basic learnings were sent to Home Economics teachers over the State for study, experimental use, evaluation and recommendation. The recommendations from the teachers were incorporated into the listings of basic learnings.

In 1961, the Home Economics Branch, U. S. Office of Education, organized a long-range study to develop guide lines that states might find useful in State curriculum studies. It was decided in Alabama to delay the completion of the state study until the results of the national study were available. Six curriculum workshops were held on the national level for the purpose of identifying the basic concepts and generalizations that could serve as organizing threads in Home Economics curriculum at the secondary level in each of the major subject matter areas. The workshops were held as follows:

Family Relationships—Iowa State University
Home Management and Family Economics—Pennsylvania State University
Foods and Nutrition—Cornell University
Clothing and Textiles—Washington State University
Child Growth and Development—Merrill-Palmer Institute
Housing—Oklahoma State University

Representatives from the Alabama Supervisory Staff in Home Economics participated in three of the six workshops along with supervisors, teacher educators and teachers from other states. The workshops were conducted by the Home Economics Branch, U. S. Office of Education, in cooperation with the respective institutions of higher learning. The workshop consultants were selected nationally known specialists in the respective subject matter fields. Through the workshops a conceptual structure was developed for each subject area which included generalizations. This structure was used as the basis for the Alabama Home Economics Course of Study along with the basic learnings identified through the Alabama Curriculum Study.

Serving as consultants in the Alabama study were Miss Ata Lee, Program Specialist, Southern Region, U. S. Office of Education, and Dr. Mary Lee Hurt, Curriculum Specialist, U. S. Office of Education.

The broad concepts and generalizations were studied and broken down into segments of content appropriate for the different levels of Home Economics offered in Alabama in grades 8 through 12 in keeping with the objectives for each level. Learning experiences were suggested through which the objectives might be accomplished and the generalizations understood and applied.

ORGANIZATION OF HOME ECONOMICS OFFERINGS

FOR BOTH JUNIOR AND SENIOR HIGH SCHOOLS

This Course of Study for Home Economics is designed for both junior and senior high school programs.

The new structure of offerings has sufficient breadth and depth to meet the varying needs of schools in Alabama. The extent of the Home Economics offerings will be influenced by needs of pupils, the number of teachers, the school schedules and the instructional facilities available. The organization is designed to serve a variety of youth.

PURPOSES OF HOME ECONOMICS

The overall purposes of Home Economics in the junior and senior high school programs are as follows:

I. To prepare for homemaking.

Home Economics leads to the development of concepts, skills and values that contribute to homemaking and family life.

II. To train for gainful employment in occupations which involve knowledge and skills in Home Economics subjects.

For those who are preparing for gainful employment, training is provided for occupations which involve knowledge and skills in Home Economics subjects.

III. To provide background information for those who plan to major in Home Economics in College.

For the college-oriented, Home Economics in secondary schools provides the background needed in preparation for a Home Economics profession.

SEQUENCE OF OFFERINGS

Sequence is essential in the new organization of offerings. The field of Home Economics has a body of knowledge and supply of skills which are important to be learned in sequence, in order to insure comprehension and application.

Basic Home Economics is the course offered whenever and at whatever level Home Economics is offered for the first time (Grades 8-12). In some junior high schools where there are equipment and/or time limitations, two years (8th and 9th grades) may be needed in order to accomplish the objectives in Basic Home Economics. Basic Home Economics is prerequisite to Advanced Home Economics.

Advanced Home Economics is the level above Basic Home Economics. The instruction builds on but does not duplicate the learnings in Basic Home Economics. The learnings are planned to provide content and experience in keeping with the developmental level of pupils in grades 9 to 12 who have completed Basic Home Economics previous to enrolling in Advanced Home Economics.

Specialized Home Economics is the level above Advanced Home Economics. This course may be offered to pupils who have had Basic and Advanced Home Economics. This course is designed to provide depth instruction in the areas of Home Economics in which the pupils have a particular interest in learning about in depth. Units of instruction may be offered in Foods and Nutrition; Home Management and Family Economics; Clothing and Textiles; Human Development and the Family; and Housing. Two to four of these units may be included during the year. Large blocks of time devoted to the selected units will enable the teacher to provide instruction to include both depth in learning and creative experiences.

Occupational Training—(may be offered in Grades 10-12) is another possible offering on the level above Advanced Home Economics. Pupils may enroll in this course who have had both Basic and Advanced Home Economics. The purpose of the course is to prepare pupils for gainful employment in occupations involving knowledge and skills in Home Economics subjects. Course outlines for these classes will be made available in another publication.

NON-PREREQUISITE OFFERINGS

Non-prerequisite Home Economics courses may be offered as follows:

Personal Development and Management (offered to enrollees preparing for employment in any field to help the enrollee to become more employable). The course outline will be available in another publication.

Family Living (11th and 12th grade boys and girls)

Basic Home Economics (for 11th and/or 12th grade girls who did not elect Home Economics earlier)

Boys' Classes (Grades 8-12)

Classes for Exceptional Pupils (Grades 8-12)

STRUCTURE
OF
POSSIBLE OFFERINGS IN HOME ECONOMICS PROGRAMS

Basic Home Economics	*Advanced Home Economics	**Specialized Home Economics	**Occupational Training	Non-Prerequisite Courses
May be offered in grades 8, 9 or 10	May be offered in grades 9, 10 or 11	May be offered in grades 10, 11 and/or 12	May be offered in grades 10, 11 and/or 12	May be offered in grades 8-12 depending on course
Course Content Units of Instruction in the following areas: Art in Individual and Family Living Clothing and Textiles Foods and Nutrition Home Management and Family Economics Housing Human Development and the Family	**Course Content** Units of Instruction in the following areas: Clothing and Textiles Foods and Nutrition Home Management and Family Economics Housing Human Development and the Family	**Course Content** Courses for depth teaching in specific areas of Home Economics scheduled in large blocks of time (2 to 4 units per year)	**Course Content** Preparation for gainful employment in occupations involving knowledge and skills in Home Economics subjects. Personal Development and Management (offered to enrollees preparing for employment in any field to help the enrollee to become more employable)	**Course Content** (One or more of the following courses may be offered in the grade or grades appropriate for course.) Personal Development and Management (offered to enrollees preparing for employment in any field to help the enrollee to become more employable) Family Living (11 and 12 grade boys and girls) Basic Home Economics (for 11th and/or 12th grade girls who did not elect Home Economics earlier) Boys' Classes (Grades 8-12) Classes for Exceptional Pupils (Grades 8-12)

*Basic Home Economics is Prerequisite to Advanced Home Economics.

**Basic and Advanced Home Economics are Prerequisite to Specialized Home Economics and/or Occupational Training.

GRADE PLACEMENT OF HOME ECONOMICS OFFERINGS

in

JUNIOR AND SENIOR HIGH SCHOOLS

Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Basic Home Economics	Basic Home Economics	Basic Home Economics	Occupational Training	Occupational Training
Boys' Classes	Advanced Home Economics (for pupils who have had Basic Home Economics)	Advanced Home Economics (for pupils who have had Basic Home Economics in either grade 8 or 9)	Advanced Home Economics (for pupils who have had Basic Home Economics)	Basic Home Economics (for pupils who did not elect Home Economics earlier)
Classes for Exceptional Pupils	Boys' Classes	Specialized Home Economics (for pupils who have had both Basic and Advanced Home Economics)	Specialized Home Economics (for pupils who have had both Basic and Advanced Home Economics)	Specialized Home Economics (for pupils who have had both Basic and Advanced Home Economics)
	Classes for Exceptional Pupils	Boys' Classes	Personal Development and Management (for enrollees preparing for employment in any field to help the enrollee become more employable)	Personal Development and Management (for enrollees preparing for employment in any field to help the enrollee become more employable)
		Classes for Exceptional Pupils	Family Living	Family Living
			Boys' Classes	Boys' Classes
			Classes for Exceptional Pupils	Classes for Exceptional Pupils

GOALS OF HOME ECONOMICS

The curriculum in Home Economics is concerned with fundamental knowledge, values, and needs in home living and develops interests, understandings, attitudes, appreciations and abilities as follows:

1. Understanding and appreciation of the home as the basic unit of society and a recognition of the family as the setting for human development.

2. Understanding and appreciation of the worth of individuals of all ages and increasing ability to achieve satisfying relationships with others.

3. The ability to analyze and understand one's self and to develop potential abilities.

4. Development of a sense of values in individual, family and community living.

5. Knowledge of basic principles of the physical and biological sciences, social sciences and the arts appropriately applied to areas of Home Economics.

6. Basic concepts, knowledge and skills in the areas of Art, Clothing and Textiles, Foods and Nutrition, Home Management and Family Economics, Housing, and Human Development.

7. Ability to recognize and solve problems through rational decision-making.

8. Ability to manage human and non-human resources to achieve individual and family goals.

9. Application of the principles of democratic living in the home and an increased sense of civic responsibility in the school, community, State and Nation.

10. Ability to appreciate and create beauty in one's environment.

11. Development of abilities appropriate for leisure time activities.

12. Understanding of the satisfactions to be gained and the services to be rendered through careers in Home Economics.

13. Preparation for gainful employment in occupations involving knowledge and skills in home economics subjects.

UNITS IN BASIC HOME ECONOMICS*

AREA	CONCEPTS INCLUDED	PAGE NUMBER
Art in Individual and Family Living	• Design	26
	• Elements of Design (Line, Shape, Space, Texture, Color)	29
	• Art Principles (Emphasis, Proportion, Balance, Rhythm)	43
	• Art in Individual and Family Living	51
Clothing and Textiles	• Social and Psychological Aspects of Clothing	54
	• Clothing as a Medium for Artistic Perception, Expression and Experience	59
	• Styles, Fashions and Fads	66
	• Clothing Construction	69
Foods and Nutrition	• Significance of Food	170
	• Food Preparation	173
	• Meal Planning, Serving and Etiquette	197
Home Management and Family Economics	• The Meaning of Management	250
	• Organizing Time, Activities and Properties to Achieve Goals	259
	• Money Use in Relation to Teen-Age Income	263
Housing	• Influences of Housing on People	332
	• Processes in Furnishing Homes (Planning Areas of the House in Relaton to Family Needs, Personal Preferences and Concept of Design)	336
	• Processes in Designing Interiors	340
Human Development and the Family	• Universality of Families	436
	• Meaning of "Self" (Development and Socialization of the Individual)	441
	• Relating to Others as a Teen-Ager (Development and Socialization of the Individual	445

* The areas are listed alphabetically. The order in which they are taught may be planned by the teacher and the pupils according to the needs of the local situation.

Unless some other unit has priority, Human Development and the Family is suggested as the first unit in the school year since it is primarily concerned with the universality of families and the development of "self."

The elements of design and the principles of art are applied in the Clothing and Housing units; therefore, it is expected that the Art unit will precede the Clothing and Housing units.

It is suggested that the Management unit precede the Foods and Nutrition unit and as many other units as possible in order that the principles of management may be applied with understanding in these units.

UNITS IN ADVANCED HOME ECONOMICS

AREA	CONCEPTS INCLUDED	PAGE NUMBER
Clothing and Textiles	• Social and Psychological Aspects of Clothing	87
	• Development of Taste in Clothing	90
	• Wardrobe Planning and Buymanship	92
	• Wardrobe Maintenance	105
	• Nature of Textiles	113
	• Clothing Construction	113
Foods and Nutrition	• Significance of Food—Formation of Food Habits (Socioeconomic, Physiological and Psychological Influences)	200
	• Food Preparation—Family Meals	203
	• Food Preparation—Snacks and Cookouts	216
Home Management and Family Economics	• The Homemaker's Role as Home Manager	269
	• Time and Energy Management	275
	• Financial Management for the Family	286
	• Buying for the Family	297
Housing	• Factors Influencing the Form and Use of Housing	357
	• Processes in Selecting Furnishings and Renovating Furniture	359
	• Processes in Choosing Today's Home	375
	• Processes in Selecting Equipment	395
Human Development and the Family	• Preparation for Marriage	457
	• The Family and Its Members (Uniqueness of Individuals and Families)	463
	• Development of the Individual	471

UNITS IN SPECIALIZED HOME ECONOMICS

AREA	CONCEPTS INCLUDED	PAGE NUMBER
Clothing and Textiles	• Clothing and Culture	123
	• Social and Psychological Aspects of Clothing	130
	• Clothing and Textiles in the Economy	133
	• Clothing Buymanship for the Family	136
	• Nature of Textiles	148
	• Clothing Construction	162

AREA	CONCEPTS INCLUDED	PAGE NUMBER
Foods and Nutrition	• Significance of Food as Related to Nutrition	219
	• The Homemaker—a Food Manager (Provision of Food)	228
	• Nature of Food—Food Preservation	238
Home Management and Family Economics	• Managing Homemaking Activities	308
	• Provisions for a Family's Economic Security	314
	• Credit—An Economic Resource of the Family	321
Housing	• Creativity in Home Furnishings	401
	• Kitchen and Laundry Planning	411
	• Processes in Selecting Household Linens and Tableware	419
	• Processes in Financing Housing	427
	• Processes in Maintaining a House	429
Human Development and the Family	• Care and Guidance of Children (Human Development)	487
	• Challenge and Creative Possibilities of Change	511
	• The Family and the Community	517

UNITS IN BASIC HOME ECONOMICS FOR 11th AND 12th GRADE GIRLS

AREA	UNITS	CONCEPTS INCLUDED	PAGE NUMBER
Art in Individual and Family Living	Basic	• Design	26
	Basic	• Elements of Design (Line, Shape, Space, Texture, Color)	29
	Basic	• Art Principles (Emphasis, Proportion, Balance Rhythm)	43
	Basic	• Art in Individual and Family Living	51
Clothing and Textiles	Basic	• Social and Psychological Aspects of Clothing	54
	Specialized	• Social and Psychological Aspects of Clothing	130
	Basic	• Clothing as a Medium for Artistic Perception, Expression and Experience	59
	Advanced	• Wardrobe Planning and Buymanship	92
	Advanced	• Wardrobe Maintenance	105
	Specialized	• Nature of Textiles	148
	Basic	• Clothing Construction	69
	Advanced	• Clothing Construction	113

AREA	UNITS	CONCEPTS INCLUDED	PAGE NUMBER
Foods and Nutrition	Basic ●	Significance of Food	170
	Advanced ●	Significance of Food—Formation of Food Habits	200
	Basic ●	Food Preparation	173
	Basic ●	Meal Planning, Serving and Etiquette	197
	Specialized ●	Nature of Food—Food Preservation	238
Home Management and Family Economics	Advanced ●	The Homemaker's Role as A Home Manager	269
	Advanced ●	Time and Energy Management	275
	Advanced ●	Financial Management for the Family	286
	Specialized ●	Credit—An Economic Resource for the Family	321
	Advanced ●	Buying for the Family	297
Housing	Basic ●	Processes in Designing Interiors	340
	Advanced ●	Factors Influencing Form and Use of Housing	357
	Advanced ●	Processes in Selecting Furnishings and Renovating Furniture	359
	Advanced ●	Processes in Choosing Today's Home	375
	Advanced ●	Processes in Selecting Equipment	395
	Specialized ●	Kitchen and Laundry Planning	411
	Specialized ●	Processes in Selecting Household Linens and Tableware	419
Human Development and the Family	Basic ●	Universality of Families	436
	Basic ●	Meaning of "Self"	441
	Advanced ●	Preparation for Marriage	457
	Advanced ●	The Family and Its Members	463
	Advanced ●	Development of the Individual	471
	Specialized ●	Care and Guidance of Children	487

UNITS IN HOME AND FAMILY LIVING

AREA	UNITS	CONCEPTS INCLUDED	PAGE NUMBER
Art in Individual and Family Living	Basic ●	Design	26
	Basic ●	Elements of Design (Line, Shape, Space, Texture, Color)	29
	Basic ●	Art Principles (Emphasis, Proportion, Balance, Rhythm)	43
	Basic ●	Art in Individual and Family Living	51

AREA	UNITS	CONCEPTS INCLUDED	PAGE NUMBER
Clothing and Textiles	Basic	Social and Psychological Aspects of Clothing	54
	Advanced	Wardrobe Planning and Buymanship	92
	Specialized	Clothing Buymanship for the Family	136
	Advanced	Wardrobe Maintenance	105
Foods and Nutrition	Advanced	Food Preparation—Snacks and Cookouts	216
	Basic	Meal Planning, Serving and Etiquette	197
	Basic	Significance of Food	170
	Advanced	Significance of Food—Formation of Food Habits	200
Home Management and Family Economics	Basic	Meaning of Management	250
	Advanced	Time and Energy Management	275
	Advanced	Financial Management for the Family	286
	Specialized	Credit—An Economic Resource of the Family	321
	Specialized	Provision for a Family's Economic Security	314
Housing	Advanced	Processes in Selecting Furnishings and Renovating Furniture	359
	Advanced	Processes in Choosing Today's Home	375
	Specialized	Processes in Financing a House	427
	Specialized	Processes in Maintaining a House	429
	Specialized	Kitchen and Laundry Planning	411
Human Development and the Family	Basic	Relating to Others as a Teen-ager (Development of Socialization of the Individual)	445
	Specialized	Challenge and Creative Possibilities of Change	511
	Specialized	The Family and The Community	517
	Advanced	Preparation for Marriage	457
	Advanced	The Family and Its Members (Uniqueness of Individuals and Families)	463
	Advanced	Development of the Individual	471
	Specialized	Care and Guidance of Children	487

PROCESSES OF TEACHING HOME ECONOMICS IN A WORLD OF CHANGE

HOME ECONOMICS—A CREATIVE AND SCIENTIFIC STUDY

As a field of study, home economics is concerned with raising the level of human ideals and human endeavor through the betterment of home and family living. The family continues to be the basic universal unit in society and remains the major channel through which culture and values are communicated from one generation to the other. The home continues to be the setting for the development of human beings and a major force in shaping the lives of people. The physical, emotional and social aspects of family life as well as the managerial and aesthetic components involve knowledge and skills which comprise the structure of the home economics field.

Home economics is a human study of people and families which has meaning in terms of human values and creative living.

Home economics is a scientific study through which the principles of the physical, biological, and social sciences are applied to individual and family living.

Through the creative and scientific aspects of home economics, instruction may be provided which will have "real" meaning to the students in relation to present living, further learning, and the unknown world of tomorrow.

TEACHING HOME ECONOMICS IN A WORLD OF CHANGE

Change is the law of life but change is more rapid now than it has been in the history of the world. New knowledge and new methods are occurring at a fast rate which means obsolescence of much information and changed methods. Teachers are faced with "keeping up" and "sifting out" and discarding out-of-date information and methods.

Dr. Margaret Mead, the Anthropologist, has said, "The most important things now in modern economics and industrial life are those that are not yet known." Much of education must become a process of sharing knowledge as we get hold of it rather than transmitting it. In order to prepare pupils for a world of change, home economics education can be that which will help pupils to learn how to learn and thus become "independent learners" since an accelerated rate of change will be a dominant feature in the lifetime of pupils in school today. Teachers can help pupils understand that growth is a process of change and that each individual has the capacity not only to understand change and to relate to change but also to guide or bring about change. This means employing processes of teaching which will make learning so satisfying that pupils will seek more learning. It means developing an awareness of *how* one is learning so that pupils may learn on their own. It means teaching in ways that will enable pupils to understand the *why*, *what* and *how* of what they are learning in ways that will motivate "thinking." Thinking goes beyond the memorizing of facts, pat formulas and the following of routine procedures. Thinking involves the association of ideas, use of facts, analysis of situations, the making of decisions and the creation of ideas which lead to the solving of problems and enrichment of situations in relation to one's goals and values.

PROCESSES IN TEACHING HOME ECONOMICS

Processes in teaching home economics which will motivate learning which has depth and quality may be employed by the "thinking" teacher who understands the *learning process.* The creative teacher will use methods and materials of teaching appropriate to the objectives to be achieved and the class to be taught. The processes of teaching undergird all methods and materials of teaching. This course of study in home economics has been developed in relation to five processes, namely:

- Using the fundamental structure of the field as a basis of instruction
- Adapting the instruction to the capacities and needs of students in relation to learning readiness.
- Providing opportunities for thinking and application
- Motivating learning
- Using teaching aids

USING THE FUNDAMENTAL STRUCTURE OF THE FIELD AS A BASIS OF INSTRUCTION

In this Course of Study, the basic knowledge, skills, and values in home economics have been established through identifying the concepts, generalizations, and principles which give structure to the field at the secondary level and provide for transfer of learning. The role of this structure is to provide a basis for selecting objectives and learning experiences which have continuity of learning through a continuous broadening and deepening of knowledge, development of skills, and establishment of values in terms of basic and general ideas. The structure gives direction and establishes some boundaries which enables the teacher to plan instruction to take the pupils "somewhere" now and later to transfer learning.

The concepts and generalizations included in this Course of Study were adapted for use in Alabama from those developed through the Curriculum Study sponsored by the Home Economics Branch, U. S. Office of Education.

Concepts are the abstractions or "big ideas" (expressed in a word or phrase) which comprise the field or form the structure of the curriculum of home economics at the secondary level. It is recognized that a person's concept is the complete meaning he has for any thing, person, or process and includes what one knows, thinks, and feels about something. Each person has his own concepts which have grown out of his own experience and may be accurate or inaccurate. Through teaching in relation to concepts, the process involves many experiences of study, observation, and experimentation through which pupils may reflect, analyze, recognize, consider, relate, and discover knowledge and apply it in many different situations. The concepts selected to include in this Course of Study are those which seemed to have permanent worth because of their relevancy to individual and family living both today and tomorrow. Teaching in relation to concepts is a process through which the learner may be lifted: from the specific to the general; from the routine procedures to creative expression and discovery; from isolated facts to related knowledge; from memorizing to thinking; and from the application of principles and generalizations to a specific situation to their use in new and broader situations and problems.

A generalization as used in this Course of Study is a complete thought which expresses an underlying truth (supported by research, logic, and/or experience), has an element of universality, and usually indicates relationships. The principles included are also generalizations but all of the generalizations are not principles. A principle is a proven fact related to a specific.

Generalizations "grow out" of learning experiences through which pupils may "generalize" about what is learned. Through problem solving, reasoning, experimentation, and creative thinking pupils may discover and use generalizations in ways that have meaning and are of use to them. When pupils are taught by the process of concepts supported by generalizations transfer of learning is motivated since generalizations learned in relation to one situation may be applied and may guide action in new and different situations.

ADAPTING THE INSTRUCTION TO THE CAPACITIES AND NEEDS OF STUDENTS IN RELATION TO LEARNING READINESS

Although the fundamentals or foundations of any subject may be taught in some form at any age, learning readiness is related to the developmental level and capacities of the students. This Course of Study has levels of learning suggested in each of the different areas of home economics. The instruction at all of the levels has been planned in sequence in relation to a "spiral pattern" to turn back on itself to deepen (without repeating) pupil's understanding of basic learning as it moves forward to new learning on higher levels.

The units suggested on each level are complete learning units in that they climax with generalizations in keeping with the objectives. They may thus be moved to another level (up or down) in relation to learning readiness, needs, and capacities of the students.

PROVIDING OPPORTUNITIES FOR THINKING AND APPLICATION

The learning experiences in this Course of Study are suggested to help the teacher "think through" and plan ways of teaching that will result in an "emerging" of the concept with understanding on the part of the students to the extent that they can use its meaning in new and different situations. The learning experiences suggested were planned to help pupils achieve the *why* as well as the *how* and involve creative as well as analytical procedures. The learning experiences are directed toward inquiry, discovery, application, and a quest for additional learning. Various learning experiences have been suggested and the creative teacher will plan many others which will penetrate into the structure of the content and encourage creativity. The experiences are stated as "pupil" experiences and are both group and individual experiences. The meanings implied are as follows:

Apply—To place in contact; to put on, adjust, or direct; to put in use; devote to a particular purpose.

Analyze—To separate or resolve into elements or constituent parts; to study the factors of (a situation, problem, or the like) in detail in order to determine the solution or outcome; to separate mentally the parts of a whole so as to reveal their relation to it and to one another.

Arrange—To put in proper order; dispose in the manner intended or best suited for the purpose.

Ask—To request; to invite.

Assemble—To collect into one place or body; to fit together the parts of.

Associate—To connect in thought, as ideas.

Conclude—To come to a termination; to end; to form a final judgment; to reach a decision or agreement.

Collect—To assemble; to accumulate; to gather into one body or place.

Cite—To quote, as by way of authority or proof; to bring forward, as for illustration.

Contrast—To exhibit noticeable differences when compared or set side by side.

Clarify—To make or become more readily understandable.

Consider—To think on with care; to ponder; to study.

Compare—To examine the character or qualities of, for the purpose of discovering their resemblances or differences.

Consult—To ask advice of; to refer to.

Discuss—To investigate that which is uncertain; to present the various sides of a question; to discourse about; to explain.

Decide—To bring to a decision; to come to a conclusion.

Demonstrate—To point out; portray; to explain or illustrate by use of examples.

Develop—To reveal; disclose; to unfold more completely; to evolve the possibilities of; to promote the growth of; to make more available or usable; to become apparent.

Describe—To represent by words; to give an account of.

Define—To describe, expound or interpret; to explain; hence to determine the precise signification of; to discover and set forth the meaning of.

Determine—To come to a decision concerning, as the result of investigation, reasoning, etc.; to obtain definite and first-hand knowledge of as to character, location, quantity, or the like.

Evaluate—To ascertain the value or amount of; to appraise.

Estimate—To fix, esp. roughly, or to calculate approximately as the worth, size, cost; to form an opinion of; gauge; judge.

Emphasize—To give emphasis; to stress.

Encourage—To inspire with courage, spirit, or hope; to animate; hearten, cheer up; to give help to.

Experiment—A trial made to confirm or disprove something doubtful; an operation undertaken to discover some unknown principle or effect, or to test some suggested truth, or demonstrate some unknown truth.

Examine—To test by an appropriate method; to subject to inquiry or inspection; to investigate; to scrutinize.

Explain—To make plain; to expound; to make plain or intelligible.

Identify—To establish the identity of; to prove the same; to make to be the same; to consider as the same in any relation.

Interpret—To explain or tell the meaning of; translate; elucidate.

Illustrate—To enlighten; to make clear; to explain, as by figures and examples.

Look—To turn, direct, or hold the eyes as for viewing, noticing, or ascertaining; to observe, inspect, examine.

List—A roll or catalog of name of items.

Learn—To gain knowledge or understanding of, or skill in, by study, instruction, investigation; to find out about; to ascertain.

Plan—Method or scheme of action, procedure, or arrangement; project, program, outline or schedule. (Plan always implies mental formulation and, sometimes, graphic representation.)

Point (out)—The precise thing; to indicate.

Prepare—To make ready; to make or form, esp. by some specified process, as in cooking.

Practice—Actual performance or application of knowledge.

Promote—To contribute to the growth or prosperity of (something in course); to further; to advance.

Note—To notice or observe with care; to observe; heed; to make special mention of.

Notice—To observe, pay attention to.

Observe—To pay attention to; watch; to perceive or notice.

Provide—To supply for use; to look out for in advance; to procure beforehand.

Present—To exhibit or offer to view or notice; to put before a person for acceptance.

Recognize—To acknowledge; to take notice of.

Realize—To make real; to cause to seem real; to acquire as the result of plans and efforts.

Recall—To call back to mind; to recollect; to renew; revive.

Reflect—To throw or turn back the thoughts (upon anything); meditate; contemplate.

Refer—To direct attention; make reference.

Review—To view or see again; to examine again; to look back on; to take a retrospective view of.

Relate—To connect or bring into relation; to establish relationship between; to pertain.

Summarize—To tell in, reduce to, or make a summary; to present briefly.

Stress—To accent; to emphasize.

Show—To present to sight; exhibit; display; to reveal; to make known; to explain something to; to teach; instruct; to direct; guide; conduct.

Study—Application of the mind to books, arts, or any subject, for acquiring knowledge. Act or process of acquiring by one's own efforts knowledge of a subject. Earnest and reasoned effort, desire, or thought. Mental absorption; profound thought or meditation.

Use—To make use of; to convert to one's service; to avail oneself of; to employ; utilize.

Visualize—To make or become visible, esp. to see or form a mental image of.

View—Act of seeing; inspection by the eye; survey.

MOTIVATING LEARNING

Human beings inherently are born to learn and like to learn when the conditions are conducive to learning. Learning takes place in the mind that wants to learn. Pupils are encouraged to learn when learning is expected, when it is recognized, and when it is used. When pupils experience learning with a feeling of success or accomplishment, they are motivated to continue learning. Some blocks to learning are "too much too soon" or "too little too late."

Existing interests of pupils may be gateways to learning when the teacher connects that which the pupils have experienced or are experiencing with that which is yet to be learned. The nearer these instances are to whatever has meaning to the pupils, the greater the possibility of motivating discovery and understanding. The life experiences of the pupil may be used both as a bridge to new learning and as a means of reinforcing and transferring learning to new ideas and situations.

Pupils may be motivated to learn not only through the content and use of learning but also through the ways of learning which he recognizes will help him continue to learn on his own beyond school.

Pupils may be motivated to learn through "food for thought" which is a balance between

study and experiences that represents both "intake" and "feedback" in ways that help pupils not only to understand but to "discover" and "invent."

Pupils may be motivated to learn when the instruction is in tune with the scientific, social and cultural realities of the times and projects to the future.

Pupils may be motivated to learn when teaching processes are employed which strengthens the capacity of the pupil to transfer knowledge to new situations, encourage creative approaches to problem solving and decision making and employ methods of discovery and inventiveness.

USING TEACHING AIDS

Teaching aids as conceived in this course of study are references and visual materials that will help: make sure the principles are understood; stimulate thought processes; provide a means of obtaining insight and understanding into the problem at hand; and apply the learning to other situations.

Recorded knowledge may be studied and other aids may be used to expand experiences, clarify learning and give it personal significance. Teaching aids which are trivial, confused or out-of-date may be a deterrent to learning. The wisdom and technique of the teacher is the key to the selection and use of teaching aids which really "teach."

A well-formulated system of obtaining, evaluating, discarding, filing and storing teaching aids will be a help to every teacher in keeping materials up-to-date and accessible.

SUPERVISED HOME AND COMMUNITY EXPERIENCES

Supervised Home and Community Experiences are an integral part of the instruction for high school students in Vocational Home Economics.

The purpose of supervised experiences is to contribute to the development of the individual and to the betterment of the home and family. Supervised home and community experiences are planned ways through which class instruction carries over into the life and home of the pupil through the purposeful solving of personal and family problems. The Home Economics teacher is expected to counsel the pupils individually and in small groups, visit their homes and work with parents and pupils in planning the activities which the pupil will carry out in the home and/or community which involve home economics knowledge and skills.

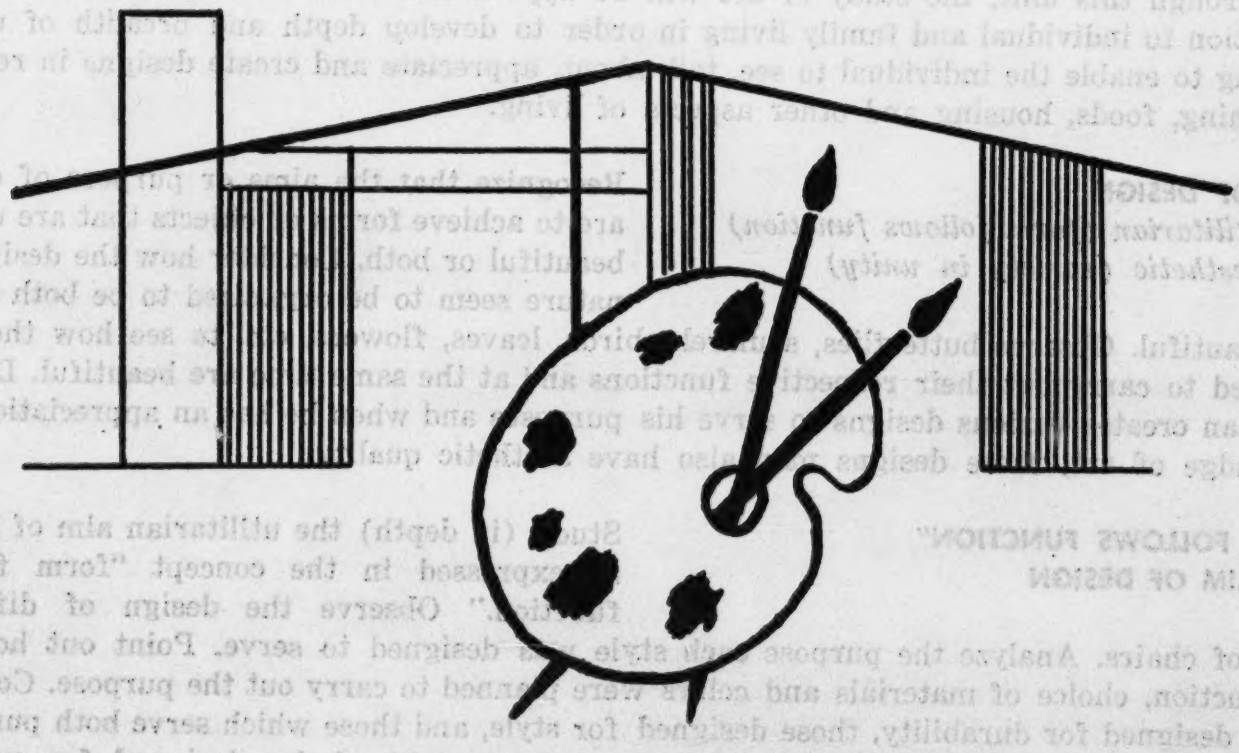
Forms for pupils use in planning and recording Supervised Home and Community Experiences may be obtained from the State Supervisor, Home Economics Education, State Department of Education, Montgomery, Alabama.

FUTURE HOMEMAKERS OF AMERICA

The Alabama Association, Future Homemakers of America is a national youth organization for pupils who are enrolled or have been enrolled in home economics classes in Junior or Senior high schools. This organization is an integral part of the home economics program and through it, leadership opportunities are provided to help each member to grow as an individual, a home member and a school-community member. These leadership experiences are designed to contribute to the development of each individual member as a homemaker, wage-earner and citizen of tomorrow.

ART IN INDIVIDUAL AND FAMILY LIVING

YEAR OF ECONOMICS	CONCEPTS INCLUDED	PAGE NUMBER
Basic Home Economics	• Design	26
	• Elements of Design	29
	• Art Principles	43
	• Art in Individual and Family Living	51



ART IN INDIVIDUAL AND FAMILY LIVING

CONCEPT: DESIGN

OBJECTIVES: To help pupils to:

I. Understand the aims of organization in art and how they are achieved.

II. Understand the useful and the aesthetic functions of design.

III. Understand the meaning of "good taste" in design and how it might be developed.

CONTENT	and	LEARNING EXPERIENCES

DESIGN

Analyze the meaning of the statement, "She has designs on him." Discuss the meaning of: "It was accomplished by design and not by chance"; "She designed her own dress"; "The wallpaper pattern was a colonial design." Consider the several meanings of the word *design,* such as purpose, aim, intention, plan, scheme, selection and organization. Conclude that design consists of a purpose (aim, intention) which is carried out by a plan which includes the organization of the parts into a whole to achieve the purpose. Discuss how design thus touches the lives of people and influences their behavior in all aspects of living. Recognize that through this unit, the study of art will be approached from the standpoint of design in relation to individual and family living in order to develop depth and breadth of understanding to enable the individual to see, talk about, appreciate and create designs in relation to clothing, foods, housing and other aspects of living.

AIMS OF DESIGN
Utilitarian (form follows function)
Aesthetic (variety in unity)

Recognize that the aims or purpose of design are to achieve forms or objects that are useful, beautiful or both. Consider how the designs of nature seem to be organized to be both useful and beautiful. Observe butterflies, squirrels, birds, leaves, flowers, etc. to see how they are designed to carry out their respective functions and at the same time are beautiful. Discuss how man creates various designs to serve his purposes and when he has an appreciation and knowledge of art, these designs may also have aesthetic quality.

"FORM FOLLOWS FUNCTION" —AN AIM OF DESIGN

Study (in depth) the utilitarian aim of design as expressed in the concept "form follows function." Observe the design of different kinds of chairs. Analyze the purpose each style was designed to serve. Point out how the construction, choice of materials and colors were planned to carry out the purpose. Compare chairs designed for durability, those designed for style, and those which serve both purposes. Examine chairs designed for comfort alone. Compare with chairs designed for comfort, durability and beauty.

Discuss the similarity and the differences in design of chairs today as compared with chairs

of other periods, such as Victorian, Early American, etc. Reflect on the difference in how one feels and behaves in a "lady's Victorian chair" as compared with a "contour" chair or a cushioned modern lounge chair. Reflect on the difference in trying to type seated in a lounge chair as compared with a typing chair. Point out how tenseness, relaxation, efficiency and even health are influenced by design.

Discuss the influence of designs of automobiles on comfort, ease of getting in and out, safety and aesthetic satisfactions.

Observe designs of cups including placement and size of handles, size and capacity, materials from which they are made, color, etc. and analyze their usefulness as well as required care.

Analyze designs of different kinds of knives (such as cake, steak, butter, carving, dinner, butcher, paring and utility knives) to see the relationship between design and use. Consider the effect of cutting steak with a dull knife that is uncomfortable to hold. Examine designs of other objects, such as refrigerators, lamps, kitchen utensils, shoes, teen-age handbags, etc., to observe the design and its usefulness.

Examine gadgets and other items designed to attract attention in order to sell the customer but which are not made sufficiently durable to withstand expected wear. Consider that the customer has a responsibility to analyze the design and determine whether or not it is suitable to his purpose before buying. Recognize that design can develop a relationship between beauty and function so that they speak "happily to each other," such as chairs that earn the space they occupy both in usefulness and in decoration and in dishes that can be used in serving food and are easy to clean as well as add to the beauty of the table.

Consider how a lamp may be designed with sufficient height of base and width of shade to provide light for reading, or it may be designed to add beauty to the room, or it may serve both purposes. Consider how equipment is being designed today to combine both beauty and function (Pick-up trucks, TV sets, farm equipment, lawn mowers, etc.). Recognize that design with the single purpose of usefulness can lead to a plain uniform-type dress or a cold laboratory-like room. Recognize that in most cases design may serve both useful and aesthetic purposes in keeping with the concept, "form follows function." Analyze this basic concept of design, "form follows function." Recognize that "form" refers to the *character* or *nature* of the object and may include the shape and external appearance but goes deeper than the external. Interpret "follows" as meaning to *come after, result from* or *interdependent* with. Identify "function" as *purpose* or *aim* and may include both utilitarian and aesthetic functions. Observe objects of various types and analyze the function and decide the extent to which the *form follows function.* (This concept will also be included in the clothing and housing units.)

"VARIETY IN UNITY" — AN AIM OF DESIGN

Recognize that when form and function are related variety in unity is almost inevitable because in order for the design to accomplish the purpose of the object the parts of the design, although different, must function as a whole. Study the meaning of "unity" as *oneness* which is essential to the development of a strong clear purpose or idea. Discuss how advertisers seek unity in their signs because it

helps put the sales message across. Observe window displays that are a hodge-podge of ideas and contrast the effect with one that carries out a central idea without distractions. Consider how unity or oneness in a design not only helps attract attention but the viewer may grasp more quickly and remember longer a central idea than is possible with many unrelated ideas in one design. Look at magazine covers, window displays, bulletin boards, dress designs, pictures, etc. and analyze how a feeling of oneness is accomplished or what prevents such a feeling. Observe examples of how oneness is achieved by: limiting the number of objects, forms, colors, etc. in order to focus attention on one or a few things; tying together the parts through repetition of shapes, size or color in order to achieve "a family relationship;" framing, fencing, or enclosing an object in some way to hold it together visually by separating it from its surroundings and thus keeping the viewer's attention within bounds; and using the principles of art (balance, emphasis, proportion and rhythm).

Consider that when a variety of shapes, sizes and colors are unified in a design, interest and vitality results. Analyze the concept *Variety in Unity* recognizing that variety brings interest and unity brings order and together they produce a design that holds attention without monotony. Discuss how variety in a dress might be a collection of seams, colors, patterns, collars, sleeves and a belt unless these are designed to complement and supplement each other to produce a unified effect. Consider how the whole is lost in the parts when colors, lines, sizes and shapes compete rather than cooperate in the design.

EACH PERSON — A DESIGNER

Recognize that every person is influenced by the design of the house, furniture, books, dishes, clothes, etc., in their environment. Consider that every person is a "designer" whether or not he is aware of his role. Discuss how designs are created with what one selects and puts together to create a costume worn to school, the meal one eats, or the appearance of one's room. Identify these designs as "visual designs." Recognize kinds of visual designs one creates, such as hair styles, room decoration, flower arrangement, etc. Recall that design begins with a "purpose" and when the purpose develops into a "goal" the "ideas" generated are actualized into a design for achieving the purpose. Point out that designs may take the form of plans for making top grades in school, or for stretching one's allowance, or for extending one's friendships. Discuss how an individual's designs to achieve his goals may create both usefulness and beauty or bring dissatisfactions and a life without valid purposes. Discuss how "designs for living" encompass one's goals, values and the process used to achieve them. Recognize that in this Art Unit, "visual design" will be studied in order to learn the elements and principles whereby one may recognize, select and create designs in keeping with specific purposes.

DEVELOPMENT OF "TASTE" IN DESIGN

Discuss "likes and dislikes" of people in reference to designs, such as feeling that only the "old style" is a suitable style for contemporary homes. Consider differences in the way people feel about hat styles, use of plastic dishes, kinds of pictures to use in homes, etc. Recognize that a difference of opinion as to what is beautiful and appropriate is due to a difference in the goals, values, experiences and "tastes" of people.

Recognize that in evaluating the design of a building, room or a dress the "I don't like it"

approach is premature. Discuss why an analysis of the design in relation to its function may change judgments based on strictly personal opinion.

Discuss the meaning of the term, use of "good taste," in selecting clothing, furnishings, pictures, stationery, make-up, hair styles, etc. Recognize that the use of "good taste" also has meaning in human relations. Consider that the use of wit to harm another is generally conceded to be "poor taste" in behavior. Recognize "good taste" as a blending of feeling and thinking to achieve judgment.

Recognize that one judges the beauty and usefulness of design in relation to his "taste." Consider that "taste" in design like "taste" for chocolate or pound cake is an individual matter and actually means personal preference. Recognize that so-called "good taste" in design can be learned through learning the elements of design and using judgment in applying art principles in relation to one's own living. Recognize that one's taste may be changed by widening one's knowledge of design, developing habits of observation, and keeping an open mind.

Generalizations

Design consists of a purpose which is achieved through a plan which includes the organization of the parts into a whole to achieve the purpose.

The aims of organization in design are form follows function and variety in unity.

A knowledge of the elements of design and principles of art help one develop good taste in recognizing, selecting and creating designs in relation to specific purposes.

CONCEPT: ELEMENTS OF DESIGN

OBJECTIVES: To help pupils to:

I. Understand the elements of design.

II. Be able to recognize the elements of design as a means of achieving beauty and usefulness in individual and family living.

CONTENT	and	LEARNING EXPERIENCES
ELEMENTS OF DESIGN *Line* *Shape (form)* *Texture* *Color*		Observe design to see what is used (elements) to express the idea or achieve the purpose. Discuss how: writers use words to express their ideas; scientists use chemicals for their formulas; musicians use notes to convey their musical ideas; and designers use the elements of design (form, shape, line, space, texture and

color). Compare the organization of the elements of design to the making of a cake. Discuss how each ingredient in a cake is selected for appropriate uses. Consider how the ingredients are combined to produce a unified effect in a new product, without dry flour or lumps of sugar. Discuss that through the cake-making processes, a new product is designed that looks different and has a better taste than the individual ingredients. Consider that although the ingredients are altered, they are enhanced when combined to create the new product. Recognize that the quality of the cake is influenced by the choice of ingredients and how they are put together.

Consider how the quality of the design (as in the case of the cake) is influenced by the choice of the ingredients (elements) and how they are put together (organization). Identify these elements as line, form, shape, space, texture and color. Recognize that these can be used in varying amounts and in different ways to achieve design. Point out that these elements may be organized in various ways to create desired visual effects, meanings and feelings.

LINE—AN ELEMENT OF DESIGN

Recognize that human beings react emotionally to the direction of lines in relation to their experiences and that they are influenced by the lines their bodies form in different positions. Hold a straight line vertically. Observe that this line suggests a person standing at attention and ready to act. Consider that vertical lines suggest life, strength and activity. Hold the straight line in a horizontal position and consider the effect. Associate this line with the position of the human body resting or sleeping. Reflect on the feeling of repose and steadiness suggested by this line. Consider that sofas, beds and many tables have horizontal lines.

Hold the line in a diagonal position and observe how this line suggests the bending forward of the human body to run or to pull or push things. Recognize that the diagonal line is identified with movement, action and force.

Draw a curved line. Notice that in play and relaxation, the body positions are curved. Associate curved lines with informal and joyful ideas and feminine qualities. Identify straight lines with formality and masculinity.

Draw several diagonal lines together, zig-zagging some of them. Associate diagonal lines with restlessness, effort and commanding attention.

Become conscious of line through observing plaids, stripes, florals, geometric designs. Look at pictures of rooms to get a feeling for the line movement suggested by the selection and arrangement of furnishings. Observe class members and other people to become aware of line movement in relation to the human body. Study placement of hands and gestures which give feelings of repose, rigidity, or nervousness. Study line in relation to posture and ways of walking, sitting, and standing to indicate grace, modesty, and ease in comparison to awkwardness, brazenness, and self-consciousness.

Show how lines that chop up a design give a feeling of restlessness and designs that conform to the shape of the article or person tend to suggest calm and order. Become aware of

the line design created by a cluttered room as compared with a room that is straightened. Make similar comparisons with desks, kitchen counters, dresser drawers, etc.

Identify other feelings associated with line, such as a feeling of opposition when two lines coincide at sharp angles (oppositional lines) as compared with the gradual merging of two lines (transitional lines). Identify oppositional and transitional lines in furniture, dresses, pictures, fabric designs, automobile designs, etc. Recognize that many designs make use of both oppositional and transitional lines to develop the desired effect.

Reflect on the designs created by the oppositional lines of the football field, basketball and tennis courts, designed for a purpose. Recall transitional and oppositional lines in the formation of the plays. Reflect on the lines of a tennis player in serving and receiving. Discuss the lines formed by a graceful diver, swimmer and dancer. Recognize how lines convey meanings without words by drawing lines to express ideas and feelings, such as love, hate, bondage, freedom, wind, cold, humor, etc. Look at different line designs and discuss the feelings or meanings suggested by them.

FORM (SHAPE)—AN ELEMENT OF DESIGN

Recognize that lines form shapes. Show how straight lines form squares, cubes, triangles, and oblongs and curved lines form circles and ovals, cones and cylinders. Show that circles and squares have precise dimensions which are immediately apparent and are considered uninteresting shapes in some designs, such as square rooms, square tables. Recognize that the shapes of unequal measure (oval, oblong, and tapered shapes) have grace and interest.

Recognize that in nature and art there are *families* of forms or shapes each having its own inherent character. Identify through examples and discuss these forms as follows:

- *Rectangular forms*—have a rigid and fixed character because of the certainty of a ninety degree right angle at each corner. The abrupt conflict or lines moving up and down and across creates a feeling of activity.
- *Triangular forms*—have a stable permanent character when low and broad (as the Egyptian pyramids); aspiring (as church steeples and Washington's monument); or open (Radio and look-out towers).
- *Geometric curved forms*—have a different character from angular forms since they can roll and have no sharp edges. They suggest instability and feminity.
- *Free-forms or biomorphic forms*—suggest life and growth since these forms are found in abundance in nature—acorns, pears, squash, eggs, amoebas, eyes, ears, hearts, hands, feet, etc.

Recognize that art forms involve the inner structure as well as the exterior shape. Use examples, such as: the skeleton of a person is an integral part of the human *form* although weight or lack of it, posture and other factors may influence the *shape* of the human body.

Discuss how shapes vary in size and direction and how shapes take on the character of the lines which enclose them. Identify shapes of furniture, houses, dress silhouettes, books, necklines, flower arrangements, etc. Consider that shape when related to function develops a useful design, such as a chair shaped to conform to the lines of the human body may be

comfortable and at the same time be as pleasing to the eye as chairs that are straight or that curve in ways that do not fit the human body.

Observe shapes of people and the line movement that contributes to the shape. Recognize that the human form is made up of a variety of shapes. Compare the shape of the head, hands, limbs, trunk, etc. Recognize the differences in the size and line movements of the heads and other body parts of different people. Recognize that these differences make people interesting and also mean that the selection of clothing is an individual matter.

Study how decoration, when used in relation to the structural shape of an object, enhances the form and when the decoration is unrelated to the basic structure it may appear "tacked-on" and detract from the overall appearance. Recognize that basic shapes may be enhanced through either contrasts or repetition and that unity with variety can be achieved in decoration. Observe decorative designs of pottery, china, shoes, purses, costume jewelry, etc. and evaluate the extent to which the decoration enhances or detracts from the form or shape of the objects. (See kinds of design at end of this section.)

SPACE — AN ELEMENT OF DESIGN

Relate the story of Mozart when asked what he thought was the most beautiful music replied, "No Music." Discuss the moments of pause and rest or of "No Music" that occur in music to make the music more eloquent. Discuss how pauses are used by speakers to emphasize a point. Discuss the meaning of the saying "Silence is Golden." Recognize that space is to design what rest is to music and talk. Identify space as the absence of design that contributes to the effect and mood of the design. Recognize that walls, floors and ceilings are lines which shape or enclose a space and give it character. Look at floor plans of houses and see how space may be designed so that family living is "enclosed" or "fluid" depending on the openness of the space. Recognize how space (or what's left over) in design may contribute to different feelings or moods, such as: a tight or open feeling; a mood of coolness or warmth, of repose or action; etc.

TEXTURE—AN ELEMENT OF DESIGN

Identify texture as an element of design. Discuss the different feelings one gets from rubbing sandpaper, metal, fur, glass, brick, rocks and grass. Discuss how texture is related to the effect the structure of a material has on the outer appearance. Examine knitted fabrics, satin, velvet, flannel, chiffon, linen, nubby weaves, metallic cloth, felt, leather, fur fabrics, or fur. Recognize that the sensation of touch is related to texture in design. Touch the different textured fabrics and express how each feels. Consider that texture is related to how one "thinks" something feels. Show pictures of a kitten, a turtle, a snake, and a bird. Discuss the difference in the feeling one experiences in stroking each. Compare this feeling with the effects of fur in clothing, use of tortoise shell handle on a handbag, reptile shoes and feather hats.

Observe different texture in nature in flowers, leaves, stems, grass, gravel, clay, clouds, etc. Reflect on the design one sees when he looks down to earth from a plane and views the various textures of sky, clouds and earth.

Examine samples of building materials, such as marble, plaster, wood, brick, stone, concrete, hardwood flooring, tile, plastics, etc. Consider that choices among the different textures in-

fluence the design of houses and other buildings. Observe how different textures are used in the school buildings and other buildings to achieve different effects in the design.

Become aware of texture in woods through observing the coarse texture of oak, redwood, and ash as compared to the finer texture of mahogany, rosewood and satinwood and the medium texture of walnut, fruitwood, birch, maple and gum.

Observe texture variation in pottery, china, cut glass, crystal, silver, pewter, stainless steel, chrome and enamel. Notice texture variation in paints and wood finishes, carpets, upholstery, shoe materials, etc. Consider how make-up is used to create different textures, such as powder on the nose to keep down the shine, lipstick to produce a soft lustrous texture, etc. Observe differences in texture of skin and different parts of the body and on different people. Observe different textures of hair.

Take account of the many textures available from which one may choose to achieve a design in keeping with the purpose of the design. Recognize that an uneven surface suggests roughness and an even surface suggests smoothness; a heavy texture suggests strength and a light texture suggests delicacy; shiny surfaces express ornateness and dull surfaces express simplicity; deep structure suggests warmth and luxury and surface structure suggests cold brittleness; changing textures express liveliness and restlessness and constant textures express lifelessness and restfulness; elastic structures suggest flexibility and youth; non-resilient structures suggest stability and age; open structures express airy, ethereal feelings and compact structures suggest sturdiness.

Discuss the choice of texture as it relates to the feelings, function, and character of the design. (For example, a room for an active boy who enjoys out-of-door sports might be decorated to achieve a durable, active, simple, masculine design through the use of textures that suggest roughness, strength, and vitality.)

Show how texture affects color. Dip different textured fabrics (white) in the same dye bath and observe the effect different textures make on the color. Consider that a shiny texture reflects light and thus produces a brighter color; while rough textures absorb light and thus produce darker and duller colors. Consider reasons why fabrics with shiny textures like satin tend to increase apparent size of a person in comparison to the effect of dull textured fabrics. Consider that shiny textures attract attention while the dull and less shiny textures are less conspicuous.

Discuss the difference in the maintenance of sleek and rough surfaces. Recognize that rough textures absorb dirt more readily than sleek surfaces but dirt may not show on them as conspicuously. Consider that silverware that is plain in design shows scratches more easily than an engraved pattern but may be easier to clean.

Recognize that different textures may be used together to achieve a design with variety and vitality; for example: satin used with flannel; marble tops on oak, mahogany, or walnut furniture; sheer curtains used with lined draperies; shaggy rugs on shiny floors; etc.

Conclude that: texture is related to feel; it affects light reflection; it is a factor in household and clothing maintenance; and it is a means of achieving variety and beauty in design.

CONTENT	and	LEARNING EXPERIENCES

COLOR—AN ELEMENT OF DESIGN

Arrange bulletin boards to create interest in learning about color with captions such as "Blue Monday," "Green with Envy," "Take Your Color Temperature," "School Colors," "This Is An Age of Color." Place a large color wheel where it can be referred to as needed. View filmstrips such as "Take a Look at Color."

Discuss the meaning of "This Is An Age of Color." Discuss the acceleration in the use of color such as color TV, movies, color photogaphs, colored illustrations in newspapers and magazines, high fashion colors in clothing and house furnishings, the standardizing of colors to insure harmony, colors to designate traffic and safety instructions, etc. Discuss how color is a powerful tool for self expression and communication.

"MESSAGES" OF COLOR

Discuss the use of color by industry both in buildings and equipment. Consider the increasing interest of industrialists and educators in color theory due to the recognition that color has a psychological effect on the behavior of people. Recognize that color (like music) may be planned to create certain moods. Consider that such phrases as "functional color" or "color conditioning" are used by business or educators to describe the use of color to increase efficiency or learning.

Recognize how color communicates certain impressions. Consider that the messages received from color are influenced by knowledge of the facts of color, experiences with color, and psychological reactions to color.

PSYCHOLOGICAL ASSOCIATIONS OF COLOR

Discuss ideas and feelings associated with color, such as: "Blue Monday"; "Green with Envy."

Discuss the relationship of emotional response to color and associations such as red of fire suggesting warmth, danger, and excitement; yellow associated with sunshine and, therefore, considered cheerful, lively, and spirit-lifting; blue associated with sky and water, producing feelings of quietness, remoteness, and spaciousness; green which combines yellow and blue representing growing things and producing feelings of aliveness and having a calming influence; orange—the most vivid of colors combines both red and yellow and has the emotional aspects of both; therefore, orange is not as lively as red nor as exciting as yellow but it expresses energy and hospitality; purple made of blue and red suggests royalty, twilight, and philosophy.

Discuss emotional responses to color experienced by class members and how these responses influence color preferences. Recall colors associated with character traits such as white—purity; blue—loyalty (true blue); red—courage; and yellow—cowardice. Discuss how one's associations with color may influence not only choice of color but one's feelings when wearing the color; for example, the wearing of red to bolster one's courage.

TEMPERATURE AS ASSOCIATED WITH COLOR

Discuss temperature associations with color such as "red hot" and "cool as a cucumber." Consider that each color has its own "temperature." Examine the color chart and identify which colors are associated with warmth and which ones are considered cool and why. Discuss how use is made of cool and warm colors

in selecting colors for rooms. Use examples such as how a cold north room may be warmed with shades of yellow, orange, browns, or reds and how cool colors may reduce the apparent heat of a southern exposure.

List ways through which the knowledge of the effect of warm and cool colors can be used in choosing colors most appropriate for the individual and in keeping with the season, such as, choosing a red winter coat but not necessarily liking to wear a bright red dress on a hot summer day.

Determine the effect of color on temperature through experiments such as taking two thermometers, wrapping one in black fabric and the other in white fabric and placing in the sun for a few minutes. See which registered the highest temperature.

Discuss how this knowledge of the effect of color on temperature is being used by people in choosing white or light roofs for houses because the light roof reflects light while a dark roof absorbs the light; and in like manner how light or white tops are used on cars so that they will be cooler. Consider why air conditioning will be more effective in houses and automobiles with light tops.

WEIGHT AS ASSOCIATED WITH COLOR

Point out that color is associated not only with moods and temperature but also with weight. Look at a black piece of paper and a white piece of paper. Determine which appears heavier. Discuss how this knowledge can be used in selecting colors for people of different sizes. Discuss when dark colors seem to have more weight than light colors. Consider why an extremely large person appears heavier in an all-black costume, especially if the costume has bulky lines. Evaluate nature's use of this principle in clothing an elephant in gray.

Recognize that furniture colors and color of accessories have effects on apparent weight and may be used to achieve balance in a room.

MOTION IN COLOR

Consider that although dark colors tend to add a feeling of weight, black or dark colors tend to make a person appear smaller and lighter colors tend to add to one's apparent size. Study the colors to see how the dark, dull colors recede and bright, light colors advance. Examine the color wheel and notice that the cool colors recede and warm colors advance. Use pictures and other examples to show that receding colors used on walls or floor tend to make a room appear larger and the advancing colors tend to make a room seem smaller. Show that a sofa upholstered in red or yellow will appear larger than if done in blue or green.

Discuss how some colors seem to give activity and sparkle to a costume or a room because they seem to advance. Identify other colors which lack this quality and seem to recede. Consider the relationship between warm and cool colors and advancing and receding colors.

Consider why red is used for a traffic light. Observe how contrast in color is used to make a color advance in order to attract attention in displays, road signs, and billboards and to create interest in a room. Determine how the quality of "motion" in color can be used in clothing for accent purposes or to increase or decrease apparent size.

CONTENT	and	LEARNING EXPERIENCES

AGE ASSOCIATIONS OF COLORS

Discuss ways through which color and age are closely associated, such as dark colors or cool colors for older people and warm bright colors for younger people.

Determine how this association with color can be used in selecting clothing appropriate for the individual.

Point out that the association of drab colors with old age is traditional but that this association is changing due to the increased life span of people and the youthful ideas of the aging.

PERSONAL EXPRESSION ASSOCIATED WITH COLOR

Discuss how color is sometimes used to express certain personality types such as bright, striking and contrasting colors for the dramatic type and light pastel or soft colors for the quiet, feminine type. Discuss personal experiences of association of specific colors with certain persons. Analyze the reason for this association.

Study references to determine the various personality types. Consider colors associated with these types.

Work in groups of two to determine own personality type and to consider colors according to personality types. Experiment with colors by using colored scarves or bibs. Become aware of the differences in the personal coloring of class members. Identify differences in skin tones, hair, and eyes. Discuss how make-up and hair coloring are used to enhance or change basic coloring and may improve or detract from one's appearance depending on the knowledge of its use.

DIMENSIONS OF COLOR
(Hue, value and intensity)

Point out that a knowledge of color involves knowing the dimensions of color—not the dimensions or 3-D of height, width, and depth but the 3-D of *hue, value,* and *intensity.* Explain that an understanding of color dimensions give meaning to color. (A bulletin board on the 3-D of color might be used.)

HUE—A DIMENSION OF COLOR

Identify *hue* as the name of the color. Ask a pupil to give her favorite color and whatever she names (yellow, for example), hold up a sample of a standard yellow and a sample of yellow-orange. Determine if they are both yellow. (If the related color is called orange, hold up a standard orange so that it can be determined that the second sample was a yellow-orange.) Continue this procedure of identifying the basic color until the color wheel has been completed.

Use color samples and arrange them in hues according to their order on the color wheel. Evaluate the arrangement.

Demonstrate, using water colors, the effect of mixing two primary colors, a primary and a secondary color. Differentiate between these groups and identify them as primary, secondary, and intermediate colors. List the brand or trademark name of fashionable colors used

to describe clothing, such as magenta, chartreuse, avocado, apricot, cranberry, aqua, etc. Identify these colors according to hue.

VALUE—A DIMENSION OF COLOR

Look at two samples of a hue—a light color and a dark color. Determine in what ways the two samples are alike and in what ways they differ and how they differ from the hue on the color chart. Identify *value* as the quality that distinguishes a light color from a dark one or the amount of light reflected or transmitted.

Experiment, using water colors, adding white to a standard color and adding black to the same standard color. Analyze the results, pointing up that every color has a range in *value* from a very light to a very dark depending upon the amount of black or white it contains.

Determine what is meant by tints and shades in relation to value. Select one hue from samples of fabric or pieces of paper of varying shades and tints and arrange them according to their range in tints and shades. Evaluate the arrangement. Point out that the darkest value of a hue which appears to be heaviest is placed at the bottom in the arrangement (value scale) and the highest value is placed at the top.

Discuss the relationship of the psychological reaction of weight to the arrangement of the value scale. Observe how this is true in nature in which the earth is the darkest value, the trees, etc., are of medium value, and the sky is the lightest. Consider the effect of a dark skirt and light blouse compared with a dark blouse and light skirt.

Apply this idea in the selection of light or dark shoes with a dark dress and the values selected for the floors, walls, and ceiling of a room. Recognize that some interior designers say that based on the weight association in relation to value, the ceiling should be the lightest value, walls darker, and the floor the darkest of the three. Discuss why this cannot be considered a rule to be applied in every room.Recognize that a light ceiling may be desired when there is a need to reflect light down into a dark room or when a ceiling is low and a feeling of height is desired. Consider that in other cases a dark ceiling may be desired to absorb light glare or to reduce the apparent height of a high ceiling.

Discuss how values influence apparent distance. Recognize that lighter colors seem farther away than darker colors. Consider that light walls make a room seem larger because the walls seem farther away and dark colors seem to draw closer and when used on walls tend to make a room appear smaller.

Consider how contrasting values may emphasize each other, such as contrast of dark against light which makes the dark appear darker and heavier and the light appear lighter.

Recognize that dark and low values of colors tend to draw color from a fair skin and make it appear pale, while white and light tints bring color into the skin tone.

Consider how value changes the apparent size of objects when placed against a contrasting background. Recognize that a dark chair against a light background appears larger because it stands out because of contrast and anything that stands out seems to gain in bulk.

Consider that rooms can appear cluttered and spotty when many strong value contrasts are used while other rooms may be lifeless and dull due to little or no contrast. Find examples.

Discuss how eye movement is affected by the use of dark and light in a costume and how apparent size is changed according to the relationship of values and the amount and placement of each; for example, a dark blouse and light skirt make a person appear shorter because of the break in the eye movement while a dark blouse and dark skirt make a person appear taller.

Explain how this contrast may be used to create the psychological effect of motion.

Consider how value affects people psychologically as does hue. Recognize that the same amount of space can be made to seem dark, cozy, or cramped with dark values or can seem light, open, and larger with light values. Consider how light values (like warm hues) lift spirits and are stimulating unless they are all so light that a weak, monotony results. Recognize that a predominance of middle values is relaxing. Consider that strong value contrasts are exciting and stimulating while closely related values have a quieting effect. Use examples.

INTENSITY (OR CHROMA)—A DIMENSION OF COLOR

Show two pieces of paper or swatches of fabric of the same hue, one very bright and the other very dull. Analyze the difference in the two colors pointing out that every color has a range in intensity from very bright to very gray. Identify *intensity* (or chroma) as the color strength or grayness. Recognize that a color can be dulled or grayed by adding the color opposite it on the color wheel (its complement). Show, with water colors, how a neutral gray may be obtained by mixing equal amounts of full strength complementary colors. Show how shades of grayness may be obtained by mixing lesser amounts of complementary colors. Practice visualizing intensity beginning with pure gray and build to a bright color. Using water colors, build a chart showing the gradual intensifying of colors from gray to spectrum hues (strongest intensity). Recognize that grayed colors are called "tones." Recognize that light colors, when grayed, are often referred to as soft colors. Take different values of a hue, add varying amounts of the complement. Consider that softer intensities are easier on the eyes and produce a calmer effect.

Look at the strongest pigments of each hue. Recognize that the strongest pigment of one hue may not be as strong in intensity as the strongest pigment of another hue; for example, orange is the most vivid hue when used in full strength. Recognize ways in which orange is being used instead of red in some cases to call attention to traffic information, political posters, ads, etc.

Recognize that hues of full strength intensity also vary in value with yellow being the lightest and purple the darkest value.

Identify colors of garments worn by class members and other available colors according to hue, value, and intensity.

Discuss how colors are affected by other colors and that they appear to change according to the colors around them. Consider that when complementary colors are mixed they subdue

each other but when used side by side they intensify each other. Illustrate this fact by taking a large circle of a true or standard color and placing on it a small piece of its complement of bright intensity (standard or true color). Stare at it for a few minutes. Remove it and observe how much brighter the color is where it was covered.

Identify examples of this effect of complementary colors on each other in garments worn by class members or in fashion magazines, such as a yellow blouse appearing brighter when worn with a purple suit. Consider that this same principle applies in selecting colors for individuals in relation to skin coloring; for example, since a complementary color to skin tones will emphasize the skin tones, a purple collar will tend to make a sallow skin appear more yellow; an orange scarf will bring out blue shadows (if any), etc. Point out that colors not usually becoming can be worn when make-up is used in keeping with individual coloring and colors worn.

Discuss how a knowledge of the effect of intensity of color may be used to enhance colors through using bright or intense colors for accents and dull or less intense colors for larger areas. Show how a color of the same hue but lower intensity used next to a hue of higher intensity can make the bright shade appear brighter. Use examples, such as if one wishes to make a faded blue sofa appear bluer, put gray-blue or yellow pillows on it and place it on a gray rug or against a gray wall. Consider how colors become more intense when placed against a large background of black and how they become less intense on a large white background. Experiment with effects of different backgrounds.

Arrange for groups to study the fashionable colors found in current magazines and describe them according to hue, value and intensity. Take the samples of colors collected from fashion magazines and practice mixing colors to match them, identifying what colors were used to make them. Study own wardrobes and homes and identify colors as predominantly light or dark in value, bright or dull in intensity and warm or cool in hue. Recognize that the principles for combining colors into color harmonies will have little meaning unless colors can be seen in terms of their relative hue, value and intensity.

AGE OF COLOR

Point out why in this "age of color" a knowledge of color will enable one to make use of color and to enjoy it in proportion to his understanding of color, facts and principles.

COLOR COMBINATIONS

Recognize that the creation of color design is an aesthetic experience. Recognize that color designs usually begin with one color (chosen for many reasons perhaps) but under skilled hands each color added contributes to the effectiveness of the first color and all of the colors used. Consider that an experimental attitude toward color designs is conducive to creative effects. Collect swatches of cloth, assorted colored papers, color paint cards and wallpaper samples with which to try out ideas.

Visit furniture stores, dress shops, hat departments, art museums and model homes and make notes of the color combinations and their effects on the viewers. Look carefully at colors used at home and by friends, paying attention to the first impression as well as the more lasting qualities of the color designs. Observe tints, tones and shades of hues used in

combination. Notice that the decorator colors or high fashion colors are often tints, tones and shades rather than pure colors. Identify the names of tints, tones and shades, such as:

Yellows: butter yellow, lemon, gold, mustard, daffodil, straw;

Orange: Tangerine, burnt orange, persimmon, carrot, coral;

Violet: royal purple, heather, orchid, burgundy, raisin;

Blue: turquoise, powder blue, cornflower, sky blue, royal blue;

Green: sea green, lettuce green, chartreuse, emerald, apple, jade, sage;

Red: pink, rose, ruby, scarlet, tomato, cherry, magenta.

Recognize that within the great multitude of colors lies the possibility of an untold number of color combinations to produce any effect desired. Discuss the way in which color moves in fashion cycles, both in clothing and interior design. Consider that color schemes that are high fashion today might seem too bold, uninteresting or insipid after a year or two. Discuss the practice of choosing the colors today that one enjoys and when it becomes time to redecorate a room or add to one's wardrobe, there will be fresh new color ideas. Recognize that what one already has on hand may limit one's choices of color in relation to wardrobe or interior design.

Recognize that there is no safe rule nor formula to insure a beautiful, distinguished, or imaginative color scheme and protect against dull, garish, or clashing colors. Discuss how values and intensities are an integral part of a color scheme.

Discuss how a person may combine any hues into a color harmony when values and intensities are used with an understanding of their qualities in relation to the effect desired. Consider that the selection of a color harmony involves consideration of color preferences and the effect desired since the possibilities are unlimited. Discuss how a "color sense" or a "feeling" for color may be developed through a knowledge of color and through observation of and experimentation with color. Recognize that although no formula can insure the creation of a satisfactory color scheme, a simple system is the combination of three or four colors that harmonize, are related or are contrasting. Consider that variations of these are the bases for color schemes that will in turn need the contrast of the dull, the bright, the light and the dark.

Identify the terms which describe some color groupings, which may serve as a color scheme guide to the inexperienced person. Recognize that these standard color schemes are time-tested "basic recipes" or points of departure which may be used as they are, varied, individualized or discarded in keeping with one's wishes. Identify some of these groupings as follows:

- *Monochromatic* color scheme—a scheme in which only one color is used ("mono"—meaning one) but varied with different values and intensities ranging in values from light to dark and from bright to dull in intensity.
- *Analogous* (adjacent) color scheme—a scheme combining two or more colors which

have one primary color in common, such as blue-purple and blue-green which have blue in common or blue-green, green, and yellow-green which have yellow in common. Analogous color schemes are sometimes called "adjacent" because they are the colors next to each other on the color wheel. These tend to produce quiet restful effects except when high intensities or contrasting values are used.

- *Complementary* color scheme—a scheme combining colors opposite each other on the color wheel, such as: yellow and purple; yellow-green and red-purple; green and red; blue-green and red-orange; blue and orange; blue-purple and yellow-orange. A double complementary scheme involves two or more pairs of complementary colors. Used in full intensity, complementary colors provide strong contrasts and accent effects when used in various amounts, values and intensities.
- *Split-Complementary* color scheme—a scheme which combines a color with the two colors that adjoin or flank its complement on the color wheel, such as: yellow, blue-purple and red-purple; yellow-green, purple and red; green, red-purple and red-orange; blue-green, red and orange; etc.
- *Adjacent-Complementary* color-scheme—combines two complements with one color adjacent, such as red, green and red-orange or red, green and blue-green, etc.
- *Triadic* color scheme—combines three colors from points of an equilateral triangle on the color wheel, such as the primary triad blue, yellow and red and the secondary triad, purple, green and orange.
- *Quadratic* color scheme—combines four colors equally far apart from one another on the color wheel, such as yellow, red-orange, violet and blue-green.
- *Neutral* color scheme—a scheme formed by using large areas of any neutral (black, white or gray) with distinct accents of color.

Recognize that the principal aim in any color scheme is to bring together colors that achieve the effect desired. Consider that in order to do this a knowledge of color dimensions (hue, value and intensity) aids in analyzing and appreciating the influence of colors on each other in combination. Recognize that colors may enhance or detract from each other in combination; for example, a dusty pink may look faded or dirty in combination with a clear pink but may look bright and clean when used with moss green.

LIGHT IN RELATION TO COLOR

Recognize that light is the source of all color, since without light there is no color and light is color. Consider that the physical aspect of color relates to energy; the psychological aspect relates to human response to color; the chemical aspects relate to pigments and dyes; and the engineering aspects relate to lighting. Consider that the amount and quanity of light affects both the color itself and the psychological aspects of color. Recognize that light influences color in interior design and the becomingness of color to an individual. Consider the differences in color effects under certain lights as compared with daylight. Recognize that colored light combines with color to create effects. Analyze how colored lights may be used to effect different color harmonies rather than using pigments. Relate this possibility to the theatre, interior design, table settings and dress.

Recognize that color effects as in music may be obtained through dissonances as well as

through harmonies. Consider how through the use of disharmony astonishing effects may be achieved when one is creative and understands color properties and principles and elements of design.

Experiment with color by choosing a favorite color and building different schemes around it using different hues, values and intensities. Apply the art principles (included in this unit) to the color schemes to achieve the proportion, balance, emphasis and rhythm desired in the overall design whether or not it is for an outfit or a room.

Recognize that color is an element of design to be organized with line, space and texture to achieve a design rather than to be planned in isolation.

COLOR USE

Summarize the meaning of color principles in relation to use including points, such as:

- Intense colors demand more attention, seem visually stronger and heavier than more neutral colors (a smaller amount of an intense color may balance a larger amount of colors of low intensity. Intense colors can be seen farther and are seen more quickly than grayed tones).
- Use of unequal amounts of hue, value and intensity produce more variety just as variations of tones in music are more satisfying than all loud or all soft tones.
- Equality in amounts of colors is monotonous and interest may be achieved by using colors in different size portions.
- Warm hues tend to bring objects closer and cool hues tend to make them seem farther away.
- Colors are relative and change in relation to other colors with which they are used.

KINDS OF DESIGN

Structural design
Decorative design

Recall that design has two functions (utilitarian and aesthetic). Recall that design is an organization of the elements of design (line, shape, texture and color) to achieve its function. Discuss the meaning of "form follows function" bringing out that form (which may include line, shape, texture and color) comes after the purpose has been established; for example, the design would not make an object and then decide if it could be used as a chair, a dress or a dish or just for decoration. Consider that first the designer would decide on the purpose of the object and then organize the elements of line, shape, texture and color to create the object in keeping with the purpose. Recognize that in any design whether furniture, clothes, houses or art objects, the basic lines that create the structure are known as the "structural design" and the design applied to the form or structure is called "decorative design." Examine objects to identify structural and decorative designs. Recognize that structural design may contribute to both the beauty and utility of an object. Look at structural design that is beautiful within itself and does not require decoration. Look at objects designed to deceive in relation to purpose, such as: a ship design used for a lamp, wallpaper designed to resemble brick. Examine other objects which "tell the truth" in relation to purpose to be served and materials from which they are made. Identify this principle as "integrity of design."

Generalizations

Design is the organization of the basic elements of line, form, shape, space, texture and color.

Design is the end product of the organization of the basic elements.

Unity is the oneness of a design.

Variety is difference or diversity.

The psychological response to color is related to associations with color.

Some of the psychological reactions to color include emotion, temperature, weight, motion and age.

Knowledge of color can be acquired.

The use of and enjoyment of color are related to the understanding of and application of color principles.

All colors have three dimensions—hue, value and intensity.

Hue is the name of a color.

Value is the lightness or darkness of a color.

Intensity (chroma) is the brightness or dullness of a color.

The color wheel or circle is made up of primary, secondary and intermediate colors.

When only two of the primary hues are mixed in approximately equal amounts, a secondary hue results.

When a primary color and one of its secondary hues are mixed, an intermediate hue results.

CONCEPT: ART PRINCIPLES

OBJECTIVES: To help pupils to:

I. Organize the elements of design to achieve beauty and usefulness through the use of the art principles.

II. Understand the art principles and be able to apply them in individual and family living.

III. Develop more fully their concept of "good" taste.

IV. Develop confidence and courage to be original and individual in creative designs in everyday living.

CONTENT	and	LEARNING EXPERIENCES

PRINCIPLES OF DESIGN

Balance (equilibrium)
Proportion
Emphasis
Continuity (organized movement or rhythm)

Show a scattered arrangement of white or light shapes on a black or dark background. Contrast this arrangement with one in which the shapes have been organized to form a design. Analyze the differences in the feelings each inspires. Recognize that human beings have a "built-in" or inherent desire to find or make order in the world. Analyze the feelings of unrest and discomfort associated with: a cluttered room; scattered and unwashed pots, pans and dishes; a flower bed overgrown with weeds, etc. Analyze the feelings associated with other kinds of disorder, such as, quarreling, unfair treatment, unpaid debts, etc. Consider how parts of the whole may work together to achieve order and harmony or the reverse. Recognize how guiding principles of ethics, such as the Golden Rule help to achieve harmony and order in human relationships. Study how art principles are guide lines in achieving harmony and order in design. Recognize that principles of art are not success formulas nor laws but are guides to expand creativity and appreciation. Compare pictures of or actual houses, dresses, room designs, lamps and other decorative articles. Recognize that all of these articles have line, shape, color and texture but they differ in the way these components are put together or organized in relation to the art principles. Discuss how the elements of design (line, shape, color and texture) may be arranged according to the art principles to achieve harmony or may be arranged contrary to the principles and disharmony results.

Recognize that designers identify many principles of art and make their own interpretation of them. Identify for this particular art unit the principles of art which have direct application to individual and family living, namely: *balance, proportion, emphasis* and *rhythm.*

BALANCE — A PRINCIPLE OF ART

Symmetrical balance
Asymmetrical balance
Radial balance

Recognize how balance is of major concern in all aspects of life from interior design to bank accounts. Discuss the relationship of balance to the ability of a person to function. Consider how dizziness, sea and air sickness are evidences of a disturbed equilibrium and affect one's ability to walk as well as to perform other functions. Discuss the role of balance in various kinds of locomotion, such as bicycles, airplanes, boats, skiing, seesawing, etc. Discuss the design of mobiles and recognize that they are an example of how balance is used to put together different sizes and shapes to create a three dimensional design. Experiment with mobiles using coat hangers, wire or some practical material to get a feeling of how balance may be achieved and what happens when imbalance occurs.

Recognize that since a sense of balance in movement is essential to mobility in human beings, people tend to seek balance or equilibrium in what they see. Recognize that balanced objects give a feeling of security and unbalanced ones give a feeling of uneasiness. Consider that as in the case of designing mobiles, balance may be achieved in different ways. Identify the basic types of balance, namely: *symmetrical* (formal) *asymmetrical* (in-formal) and *radial.*

Study the meaning of *symmetrical* or *formal* balance. Observe that this is the type of balance in which one half of an object is the mirror image of the other half. Observe the *symmetrical*

balance of the human body. Discuss how the bilateral symmetry of humans has influenced the symmetrical designs of objects used by them, such as clothes, chairs, tables, beds, etc. Discuss why symmetrical balance is commonly called formal balance. Look at examples of symmetrical balance and analyze the feelings of stateliness and dignity which it portrays which are qualities of formality or classical qualities. Find examples of formal balance in architecture, dress design, furniture arrangement, mantle and table arrangements, flower arrangement, wall decorations, fabric designs, etc. Experiment with different arrangements and designs to achieve formal balance. Discuss how formal balance may be used when formal effects are desired and when the use suggests this kind of balance, such as the need for two identical pockets.

Study the meaning of *asymmetrical* or *informal* balance. Observe that this kind of balance is achieved by equating objects that are not identical. Study the principle of the seesaw to understand how objects that are not alike in size and appearance may be balanced by arranging the larger one nearer the center of the space and the smaller one farther away from the center. Consider how a grouping of smaller objects may be arranged to balance a larger object or objects using the principle of the seesaw. Experiment by making a miniature seesaw by using a ruler. Balance different-sized blocks on the ruler and measure the distance of the blocks from the center in each arrangement. Apply the principle of informal balance by experimenting with various arrangements, such as: a bowl and two candlesticks on a mantle, placement of a pin on a dress (considering the total costume), etc. Look at pictures of room designs, wall decorations, flower arrangements, automobiles, clothing, etc. to observe and evaluate the balance or lack of it in each design. Recognize how asymmetrical balance may contribute to a feeling or mood of informality, activity, movement, spontaneity or casualness.

Study *radial* balance to understand that this kind of balance is achieved when all parts are balanced and repeated around the center in a circular movement out from, toward or around a center. Observe how this kind of balance is achieved in wheels, daisies, buttons, plates, bowls, lighting fixtures, textile patterns, etc. Discuss how radial balance may be used in table settings for round tables, circular arrangements in the living room or family rooms, designs for hats, flower arrangements, etc. Experiment with arrangements to achieve radial balance. Study how the achievement of balance (symmetrical, asymmetrical or radial) involves both horizontal and vertical balance.

Study how "visual" weight as well as actual weight influences balance. Study a bright object balanced with a larger object of a duller color; a small shiny object balanced with a larger rough textured object; etc. Consider how heavy lines and solid shapes appear heavier than light lines, open spaces and slender shapes.

Experiment with bulletin boards, window displays, clothing designs, room arrangements, etc. to develop creative arrangements using the different kinds of balance. Evaluate results.

PROPORTION — AN ART PRINCIPLE (RELATIONSHIP AMONG PARTS AND PARTS TO THE WHOLE)

Discuss the current interest in dieting to become or remain "slender." Identify expressions used in describing body size and shape, such as slender, stocky, stout, lanky, thin, short, tall, etc.

CONTENT	and	LEARNING EXPERIENCES

Arrange for class members to draw what they would approximate to be a slender figure, stocky figure, stout figure, "good" figure, etc. Examine results and see if there is agreement among the pupils as to the concepts of the different kinds of figures as revealed through the drawings. Observe differences in people and discuss how a person might be: tall and stout or tall and thin; short and stout or short and thin; etc. Observe differences in length of arms; length of neck; sizes and shapes of heads; length of waist; shapes and lengths of legs; sizes of feet in relation to body; etc. Recognize that the sizes and shapes of different body parts become a person's *proportion.* Discuss how a person's body measurements determine the dress size, shoe size, hat size, hose size, pattern size, etc. Consider the meaning of the proportion 36-24-36 in relation to the human body. Check own proportions.

Define "proportion" as *the relationship among parts and of parts to the whole or the ratio among parts.* Discuss the beauty of Greek architecture and other art forms which through the ages have been held up as examples of pleasing, interesting or good proportion. Discuss why the Parthenon, although, in ruin today continues to be visited by tourists as a major attraction in Greece. Recognize that the Greeks identified some proportions known as the *Greek oblong, Oblong* or *Golden Section* which have served as guides through the ages. Study the Greek oblong to understand that it means dividing a line, form or space so that the smaller portion has the same ratio to the larger as the larger has to the whole. Study how this relationship is seen in the progression, 1: 2: 3: 5: 8: 13: 21.

Analyze a square, oblong, circle and oval to observe that the proportions of the square and circle have a sameness which may become monotonous and fail to hold a viewer's interest very long. Recognize that the oblong and oval have varied proportions which may be more interesting and pleasing and, therefore, hold attention longer. Consider that squares and circles can form interesting designs when arranged with spaces between which are *less than* or *more than* rather than equal to the dimensions of the square or circle. Cut out oblongs that are in the proportion of one to two; two to three; three to five; and five to eight. Compare them with oblongs cut in sizes two to four; three to six and four to eight. Observe that oblongs which have a length exactly twice the width is the equivalent to two squares and not usually as interesting as one whose length is more than or less than twice the width.

Observe proportions in nature. Look at the proportion of the details of flowers (petals, stamen, stem, leaves, etc.) and observe the proportion of each to the whole. Observe the proportions of trees and shrubs both in the details (trunk, branches, leaves) and in their relationship to the whole. Observe the proportion of automobiles, furniture, window treatment, dress designs, etc. Recognize how the proportion of any object influences its style.

Experiment with dress designs to achieve pleasing proportions in width of yokes; collars; waist length in relation to skirt length and overall width and length of dress; etc. Experiment with designs for window treatment to find pleasing proportions of: width and length; depth of cornices; depth and styles of valances; placement of tie backs; etc. Arrange articles on a dresser or table to achieve interesting proportions in height of, width of and space between articles. Evaluate in relation to balance as well as proportion. Experiment with plaids, flower arrangements, picture arrangements, posters and bulletin boards to achieve pleasing proportions.

Study guides in mounting pictures or articles, such as:

- *Vertical pictures*—Mount with the largest margin at the bottom, next largest at the top and the smallest margin at the sides.
- *Horizontal pictures*—Mount with the largest margin at the bottom, next largest at the sides and narrowest margin at the top.
- *Square pictures*—Mount with the largest margin at the bottom and the next largest margin at the sides and top (equal margins).
- *Grouping of pictures mounted together*—Arrange so that the space between the pictures is less than the width of the picture and is either more than or less than one-half the width of the pictures. When the grouping forms a square, horizontal oblong or vertical oblong, mount the total arrangement following the guides for the particular shape.

Experiment with mountings using the guides. Compare with mountings which are not in keeping with the guides. Consider how these guides may also be applied to spacing as well as mounting, such as letters, bulletin boards, etc.

Study how *size* is related to *proportion*. Study the meaning of *scale* as "the size of the parts in relation to the whole object." Discuss another meaning of scale, such as making a "scaled drawing" of a room in which room dimensions may be *scaled* down by allowing a certain proportion of an inch to represent a foot or a certain number of feet.

Recognize how the human scale influences scale of other objects. Consider that the typical size of adults is between five and six feet and weight between 100-200 pounds. Discuss how the size of people acts as a yardstick for sizes of rooms, furniture, automobiles, doors, etc. Discuss how homes and furniture is scaled to make people look and feel like human beings not like midgets or giants. Discuss why children enjoy play houses, tables and chairs and play equipment that are scaled to their size. Discuss how smaller rooms and lower ceilings in homes have resulted in the designing of furniture that is lighter in weight and smaller in scale without making them too small to serve the needs of human beings.

Consider how scale is relative and a thing may be large or small in scale depending on what it is used in relation to in the overall design. Discuss how a chair may appear large in scale in a closet but small in scale in an over-sized room unless grouped with several other pieces of furniture. Recognize how a large design in a dress for a child or a small person may be out of scale but the same design may be in scale for a dress for a larger person. Discuss how a very small hat on a large head seems *out-of-scale* as does a very large hat on a very small head. Consider how a very large hair style on a very small person or a skin-tight hair style on a very large person may seem out-of-scale.

Discuss how scale is a matter of detailing as well as of size. Examine chairs to observe how: the same size chairs may be designed to appear bulky or slender; the same size dress may be designed to appear slender or broad; the same capacity pitchers or vases may be designed to appear different in size.

List and discuss how principles of *proportion* and *scale* may be used in many ways ranging from selection of envelopes and paper to the arrangement of pictures on the wall.

CONTENT	and	LEARNING EXPERIENCES

EMPHASIS — A PRINCIPLE OF ART (DOMINANCE, ACCENT, CENTER OF INTEREST OR PRINCIPALITY)

Discuss how unity and harmony in a design are influenced by the extent to which the parts of the design communicate the idea, mood or feeling desired. Recognize how confused a living room design would be which is a mixture of periods of furniture, equal amounts of bright colors are used, the floor, ceiling and walls are different in color and texture and living room, bedroom and kitchen furniture are used. Compare this effect to the results which might be obtained if a cake were made without mixing or blending the ingredients. Recognize that when the various components of a design each shout for attention and try to communicate different ideas, confusion results.

Discuss how deciding on values (what one believes to be important) and deciding on priorities (which things are "most" important) are decisions to be made daily. Discuss how the process of identifying the more important from the less important is basic in all aspects of life. Recall how values give direction to one's goals and hence to one's life. Consider how what is important in a design may be shown through *emphasis* which is a means of making the important dominant in the design and subordinating other things to it in order to communicate an idea, mood or feeling. Discuss how the principle of *emphasis* may be used in any design including dress design, interior design, table setting, flower arrangement, pictures, etc. Study and demonstrate how to achieve emphasis including:

- *Decide* on what to emphasize or the levels of visual importance in the design (emphatic, dominant, subdominant and subordinate).
- *Limit* the number of eye catching centers (one emphatic, one dominant and two or three less dominant centers in a room design and the same or fewer in a costume).
- *Group* elements to give them importance.
- *Use visual* relationships to attract attention remembering that large forms, bright colors, contrasts, bold shapes or unusual or unexpected elements (line, form, texture, color) compel attention.
- *Eliminate* that which obscures or confuses the basic character of the design. (Plain space around objects or forms may provide clarity as contrasted to the feeling of confusion and unrest produced by crowded arrangements).

Discuss how the principle of emphasis may be used to minimize the undesirable as well as to emphasize that which is important. Consider how one might minimize a long nose by emphasizing the cheeks, lips, or hair; wearing "eye catching" clothes; etc.

Discuss the French rule of 14 which means that any street costume with more than 14 "eye arresting" elements is "too much." Practice counting the visual points in costumes in store displays, at church, and in own costume to decide what might be eliminated or added to achieve the effect desired without "too much."

Look at Japanese art and Greek designs and observe the simplicity of the designs which have achieved emphasis by use of line, form, texture and color with the elimination of distractions.

Try out different arrangements and evaluate the effect in relation to the emphasis achieved, such as: hanging pictures against patterned wallpaper as compared with a plain background; using pattern with pattern, such as a patterned vase or lamp against a patterned drapery of using a patterned blouse with skirt of a different pattern; ways of emphasizing a fireplace, window view, portrait, neckline, sleeves, etc.

Discuss how lighting may be used to achieve emphasis in room design, exterior design, window treatment, Christmas decorations (both inside and outside the house) store displays, road signs, etc.

Recognize that in store displays, the designs may attempt to attract people from across the street as well as those walking past the window and to hold the interest of those who stop. Recognize that the purpose of a design influences the means used to achieve the desired emphasis.

RHYTHM (CONTINUITY)—PRINCIPLE OF DESIGN

Repetition
Alternation
Progression

Discuss the fascination of dancing whether it is the Indian dance, square dance or a modern version. Analyze the beat or rhythmic patterns which characterize music, dancing and poetry and discuss how the same idea is used to achieve visual rhythm in design. Study *rhythm* as organized movement or continuity. Study how the design may carry the eye in a planned way to emphasize an idea, mood or feeling. Study the devices or means for achieving rhythm including *repetition, alternation* and *progression.*

Discuss the use of *repetition* in the chorus of a song, in advertising and in slogans to establish a pattern that will be remembered. Consider why the repeated phrase of a broken record is monotonous while a repeated chorus or phrase might give emphasis without monotony. Recognize that repeated sounds, such as the ticking of a clock may give a feeling of order or regularity. Consider how repeating a design in fabric, color in a costume, lines in furniture may underline the basic character of the design and create the desired effect. Look at fabric designs, furniture, pottery, clothes, book covers, flower arrangement etc., to see how visual rhythm has been achieved through repetition.

Identify *alternation* as the interspersed repetition of two or more units which produce a more active design than a repeated single unit. Find examples in which shapes, colors and/or textures are alternated in a design and observe the effects. Study guides in using repetition and alternation to achieve interest, such as:

- Repeat consistently the forms, colors or textures that underline or carry out the basic character of the design.
- Avoid repeating that which is ugly or ordinary.
- Relieve the repetition in order to avoid monotony.
- Use repetition to create order since too little repetition leads to confusion.

Study *progression* to understand that it is a sequence or transition to bring about a change. Discuss how progressions of sizes, shapes direction and colors may be used to

achieve visual rhythm. Study how the design may range from small to large; the shapes may move from angular to rounded; and the colors may change from grayed tones to bright.

Observe examples of rhythm in nature (sea shells, trees, flowers,) lace, fabric designs, pictures, china and silver patterns, room designs, etc. Consider how rhythm can lead to *unity* and *variety* in design. Show how repeating certain lines, shapes, colors and texture may establish *unity* and the use of the various elements in a repeated pattern may provide *variety*. Recognize how *repetition* can make a more orderly design and at the same time create a feeling of repose or movement. Learn to recognize and to create rhythm in art objects, interior and exterior design and in costume design.

USE OF ART PRINCIPLES

Consider how one's observation and judgments of art may be sharpened and taste may be developed through concentration on design and how it is accomplished. Study designs as a class and individually raising questions, such as:

- Does it convey a basic idea? (Does it express its function?).
- Is there enough variety to hold attention?
- Is the variety organized to achieve unity?
- Is the object *worth* looking at?
- Is the design balanced?
- Are the parts proportionate to each other and to the whole.
- Does it have rhythm (continuity)?
- Are the parts emphasized in proportion to their significance?
- Is the decorative design consistent with the structural lines?
- Is there overall harmony of beauty and function?

Generalizations

Art principles are means of design organization.

Proportion establishes relations between divisions of space.

Scale establishes size.

Balance is equilibrium in a design organization.

Emphasis is giving significance to those parts of a design considered important.

Rhythm is organized movement in a design.

CONTENT	and	LEARNING EXPERIENCES

CONCEPT: ART IN INDIVIDUAL AND FAMILY LIVING

OBJECTIVES: To help pupils to:

I. Further understand the creative use of art in individual and family living.

II. Further develop an appreciation for the arts.

CONTENT	and	LEARNING EXPERIENCES

ART — A HUMAN NEED

Recognize that human needs are not limited to just the necessities of life (essential as they are). Discuss the inherent desire of people for a "rose" along with the "bread." Discuss how man throughout the ages has sought to communicate his thoughts and feelings through creative expressions in carvings, drawings, paintings, sculpture, ceramics, textiles, metals, architecture, dress, food and a host of other creations. Consider that art is not limited to masterworks of painting, sculpture but there can be artistry in room arrangement, clothing selection, storage, table setting displays and in nearly everything one does. Take account of how art may contribute to both beauty and function in: the home; in the community; in religion; in industry; and in commerce. Discuss the art involved in processes using wood, metal, plastics, ceramics, glass, fabrics, printing, photography, etc.

ART AND THE ARTS

Discuss art as one of the arts through which man may be lifted beyond himself to creative expression. Recognize the contribution of the arts to a person's culture and development. Identify the arts as art, music, drama, poetry, literature; etc.

ART AND THE "DO-IT-YOURSELF TREND"

Discuss the popularity of "do-it-yourself" projects as a means of creative expression. Consider how a knowledge of and an appreciation for art may contribute to satisfying results with these projects. Identify means of art expression through hobbies, such as: china painting; mosaics; ceramics; furniture refinishing; woodworking; hatmaking; dressmaking; meal preparation and service; food preservation; flower gardens; flower arrangement; crewel work and other embroideries; quilting; weaving; rug making; crocheting; knitting; making bedspreads; making curtains; draperies and slip covers; framing pictures; paper sculpture; metal work; leather work; making gloves; work with plastics; glass molding; etc.

Discuss how creative skills may be satisfying through providing not only an outlet for creative expression but useful in individual and family living and may lead to gainful employment. Consider how these creative pursuits may be used as leisure time activities during a person's active years and may be a resource for useful and creative endeavors after retirement.

HOME ECONOMICS — A FIELD OF APPLIED ART

Recognize that Home Economics includes instruction in all aspects of homemaking and provides experiences through which one may

engage in creative thinking; discovery, and expression in relation to clothing and textiles, foods and nutrition, home management and family economics, human development and the family and housing. Discuss how the elements of design and the art principles studied in this unit will be further studied and applied in the other units.

BEAUTY AND FUNCTION IN THE HOME ECONOMICS DEPARTMENT

Discuss the "messages" which are conveyed by the home economics department to: the pupils who work in it daily; the faculty and student body; the visitors; and community members. Consider the emotional climate which is created by surroundings which exemplify "good" design in both *beauty* and *function.*

Discuss how the home economics department may be a laboratory for learning how to use art education to create and appreciate both beauty and function. Consider how the elements of design and principles of art may be used to make the department both a *home* and a *center of learning.* Identify the purposes of each room in the department and analyze the extent to which these purposes are being achieved in relation to both beauty and use. Consider ways of improving the department in keeping with the art principles and in relation to the desired goals for the department. Plan ways of improving the department on a long-range basis, such as: remodeling; buying new furnishings; installing a floor covering; adding needed large equipment; etc. Plan ways of improving the department immediately through: keeping the department clean and orderly; well-arranged flowers and other decorative accessories chosen with good taste; correctly hung pictures which are selected in keeping with the mood and spirit of the room; interesting and up-to-date bulletin boards which catch and hold interest; window treatment designed to complement the room and its furnishings; etc.

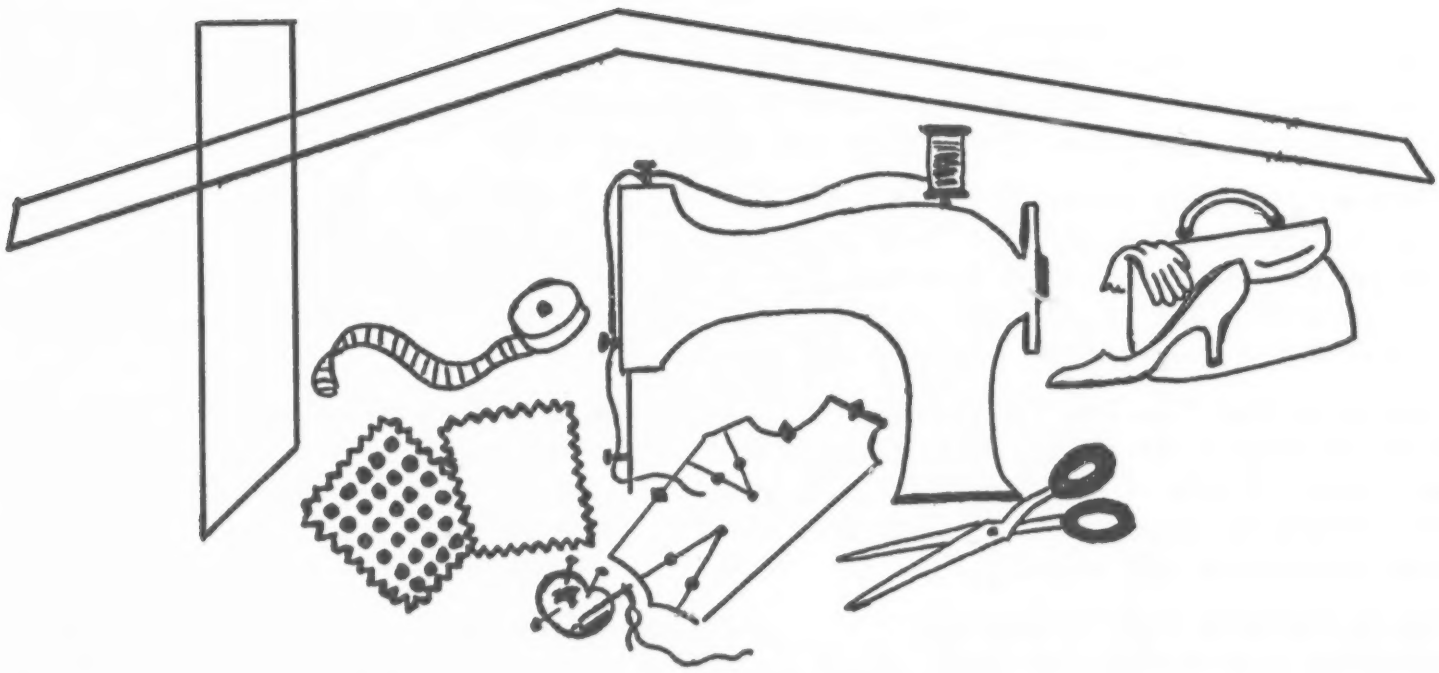
Consider how the home economics department may be both an experimental laboratory for the pupils and an "idea center" for the school-community.

DESIGN FOR LIVING

Discuss how art education may be applied to personal living to appreciate and achieve beauty and function in all aspects of life. Recall that *design* consists of a purpose (aim or intention) which is carried out by a plan which includes the organization of the parts into a whole to achieve the purpose. Discuss how a person is thus a *designer* of the many facets which make up everyday living including purposes, plan of action and the outcome (or design). Discuss how the aims of design "form follows function" and "variety through unity" may be applied to many things including writing; speech making; FHA Degrees of Achievement; room design; dress design; meal service; human relationships; etc. Discuss how pupils may continue to develop art appreciation and secure additional art knowledge through a "seeing" eye, creative experiences and further study.

CLOTHING AND TEXTILES

YEAR OF ECONOMICS	CONCEPTS INCLUDED	PAGE NUMBER
Basic Home Economics	• Social and Psychological Aspects of Clothing	54
	• Clothing as a Medium for Artistic Perception, Expression and Experience	59
	• Styles, Fashions and Fads	66
	• Clothing Construction	69
Advanced Home Economics	• Social and Psychological Aspects of Clothing	87
	• Development of Taste in Clothing	90
	• Wardrobe Planning and Buymanship	92
	• Wardrobe Maintenance	105
	• Nature of Textiles	113
	• Clothing Construction	113
Specialized Home Economics	• Clothing and Culture	123
	• Social and Psychological Aspects of Clothing	130
	• Clothing and Textiles in the Economy	133
	• Clothing Buymanship for the Family	136
	• Nature of Textiles	148
	• Clothing Construction	162



CLOTHING AND TEXTILES

Basic Home Economics

CONCEPT: SOCIAL AND PSYCHOLOGICAL ASPECTS OF CLOTHING (SIGNIFICANCE OF CLOTHING).

OBJECTIVES: To help pupils to:

I. Understand ways in which clothing may be used to defend and enhance self.
II. Recognize ways in which clothing reflects one's self-concept.

CONTENT	and	LEARNING EXPERIENCES

THE "SELF" AND CLOTHES

Make a bulletin board of advertisements of clothing. (Include teen-age, women's, men's, and children's clothing). Recall the racks and racks of new clothing available each season of the year. Describe people as they look at, try on, try to decide on, and buy clothing. Recall the bolts of cloth and the endless choice of patterns from which to choose for clothing to be made.

Recognize this process as the modern version of an ageless urge—that of self-adornment. Recall how the pages of history bear testimony to this. Study how primitive man adorned himself with colored clay and other pigments similar to today's cosmetics; inserted jewelry in his nose, lips, and ears; and used distinctive kinds of hair styles and dress to show status or role in his clan. Point out how the urge to adorn "self" has led men to search for furs and fibers and thus establish new trade routes and communication with other nations. Discuss how the urge for self-adornment has led to the development of new fabrics, high fashion designs, and mass production of clothing. Point out that the urge to adorn self is ageless and in modern society it continues to be an urge of everyone everywhere.

Discuss the common question, "Is this dress becoming to 'me'?" Analyze why "I," "me," or "self" is the primary concern when selecting clothes. Point out that the "self" is so vital that throughout life each person strives to protect and build up self. Recognize that "self"-adornment is one means of defending and enhancing "self."

Consider that each person has an "inner self" and an "outer self." Identify the make-up of the inner self which includes "self"-respect, "self"-confidence, "self"-worth, and "self"-image. Recognize that when a person goes to buy clothes, he takes with him the "inner" self as well as the "outer" self. Consider that when one tries on garments, the self (inner and outer) is the center of the stage and not the apparel.

Recognize that "the self" is personal and whatever guards "self" from appearing in a bad light becomes a strong influence. Consider that self-enhancement is a means of defending self from ridicule or criticism and also a means of expressing the distinct differences and similarities of oneself in relation to others in ways that promote status, recognition, prestige, acceptance, and security.

WAYS CLOTHING MAY BE USED TO ENHANCE AND DEFEND THE "SELF"

Makes the physical "self" more desirable

Consider the differences in the way people dress (use pictures and observation). Recognize differences in people (blondes, brunettes, short, tall, male, female, young, old, lively, languid, etc.). Consider that each "self" is different but each has an inner desire to at-

Increases acceptance and prevents rejection of the individual by the group

Serves as a means of achieving recognition, prestige, and status

Contributes to self-confidence and security

Provides an outlet for emotional expression

Helps develop self-mastery

Can be a creative experience

tract others. Recognize that clothing is a means used by human beings to make the physical self more desirable to others as well as to oneself.

Consider that each human being has the potential for making the physical self desirable. Discuss that all persons are not beautiful but that every person may make himself attractive through capitalizing on his assets.

Discuss the question, "For whom do women dress?" Recognize that it is natural for women to try to please men by dressing in ways that will be approved by them. Discuss how women also dress to please other women and teen-agers dress to please other teen-agers and thus achieve acceptance. Discuss cases of people who become involved in many things and neglect their appearance. Point out that although people do not have to look at themselves, other people do and they may not find the sight pleasing and acceptable to them. Consider the obligations inferred in the statement, "You are a part of the scenery for other people." Identify ways in which people may cause others to reject them because of their appearance.

Recognize that human beings tend to regard material possessions as an outward symbol of success or achievement. Discuss how clothes, along with cars, boats, and homes are considered symbols of status. Discuss the statement, "They put all their money on their backs." Consider that whether or not one uses clothing to achieve status, prestige, or recognition, clothing tends to reflect status. Recall how the Eisenhower jacket became popular during World War II because of the status and prestige of General Eisenhower. Consider that a mink jacket is not only a status symbol of financial means but may reflect the esteem a husband has for his wife.

Consider the tendency of some people to buy clothes "to keep up with the Joneses" as a means of "status security." Recognize that most families want to "better themselves" and strive to move up the class ladder. Point out that as families seek higher status clothing is one of the approved symbols through which a family signals its position at the moment. Recognize that clothing in order to be a status symbol need not necessarily be expensive since taste in clothing reflects status and helps one gain recognition and prestige.

Discuss the buying of a new hat or dress to "lift one's morale." Recognize that sooner or later everyone needs a little ego-boosting. Discuss how one's appearance may boost morale or have the opposite effect.

Consider the findings of research that show when people feel that their dress is appropriate and becoming, tension and uneasiness are often reduced and self-confidence and poise tend to increase. Discuss how uneasy feelings about one's appearance contributes to self-

consciousness and a tendency to turn one's thoughts on oneself. Consider how one can forget about self and concentrate on other people and other matters when they feel their clothing is acceptable and becoming. Recognize that when clothes help one achieve self-confidence, this feeling of security helps a person gain inner strength, charm, poise, and self-respect.

Discuss the effect on one's mood when wearing a drab outfit on a rainy day as compared with a bright choice. Recognize that clothes serve to influence moods and feelings.

Discuss how clothes may convey how one feels inside. Describe the kinds of appearance that might convey messages, such as: "I didn't feel like dressing up;" "This occasion isn't important to me;" "This is a special occasion;" etc.

Consider the effect of clothing on others using examples, such as: the influence of a teacher's clothing on the pupils; the speaker's clothing on the audience; a waitress' clothing on the guests; etc.

Identify the differences in one's movements, talk, and behavior in sport clothes, formals, tailored dresses, and frilly clothes. Discuss the differences in behavior of boys when wearing jeans and sport shirts compared with dark slacks and a dinner jacket.

Discuss other ways clothes are used as a means of emotional expression, such as: the choice of clothing when mourning for a loved one; the buying of a lot of clothes in an effort to compensate for a broken love affair; the buying of a red dress to bolster courage; etc.

Discuss how clothing may contribute to the mastery of "self" through assemblying and/or creating clothes to express one's "best self." Consider ways in which choice of clothing may further the development of modesty. Recognize ways in which children may be taught and adults may practice responsibility, self-help, and modesty through clothing selection, use, and care. Recognize the "self"-discipline involved in habits which help to keep one's clothing clean, in good repair, and picked up.

Generalizations

Self-adornment is present everywhere and in all human behavior.

Clothing is used in defense of and in the enhancement of self.

Clothing can enhance appearance, make the physical self more desirable, and increase acceptance and prevent rejection by the group; thus, it may be a means of achieving recognition, prestige, and status, thereby contributing to one's self-confidence and security.

Clothing provides a medium through which one may satisfy his creative needs, provide an outlet for emotional expression, and develop self-mastery.

CONTENT	and	LEARNING EXPERIENCES
WAYS IN WHICH CLOTHING REVEALS ONE'S CONCEPT OF "SELF" (SELF IMAGE) *Reflects what the individual thinks of himself* *Conveys an impression of what one is, does, and believes*		Recognize that what one knows about himself and thinks of himself is his "self-image" or "self-concept." Recognize that one's "self-concept" goes beyond the physical self and includes the whole self (one's thoughts, feelings, values, and one's opinion of his place or role). Point out that a person acquires an opinion of himself through his imagined judgment of what others think of him.

Recognize that developing a self-concept and the process of "getting to know" one's "self" begins early and continues throughout life. Consider that clothing is part of this process because it is one means through which a person reveals his concept of "self."

Recognize that clothing conveys an impression of what one is, does, and believes. Discuss how "what one is" may be conveyed through clothing, such as in the standards one has for oneself. Identify qualities of a person which may be reflected through clothing, such as maintenance of high moral standards of dress (an indication of what a person "is"); creative ability shown through "good" taste in clothing; etc.

Analyze the age-old phrase, "clothes make the man," which has been discussed pro and con on many occasions. Recognize the relationship between the man and the clothes he wears since the clothing worn by an individual is an expression of the person and reflects his personality, way of living, way of thinking, and pride (or lack of pride) in himself and/or family.

FIRST IMPRESSION — (CREATED BY CLOTHING)	Discuss how clothing may be used by a person to "put his best foot forward" which is a means of creating for others the image he has of his "best self." Discuss what is meant by "a first impression" and the relation of clothing to it.

Consider how in this day of quick speed, there may be little time to form opinions leisurely and "first impressions" based on how one looks and speaks may become lasting opinions. Discuss how persons are often "typed" according to the impression they create by their clothing, such as "mousy," "beatnik," "man-in-the-gray-flannel suit," "fashion plate," etc.

Recognize that since clothes are one means of conveying the impression of what one is, does, and believes, they are often used by people to size each other up. Point out how an employer judges the appearance and dress of a person applying for a job. Discuss the practice of some firms of interviewing a man's wife before employing him in order to judge her appearance and social ease. Recall instances when persons may have failed to secure a job because of their appearance.

View several pictures of persons dressed in various ways. Describe a "first impression" of each person. Think about the impression each person may have been trying to create through their dress.

Discuss the dress of friends or well-known persons to determine the kind of impression they created. Discuss how one's first impression of a person may change after becoming better acquainted. Recognize when there is limited opportunity to know a person, first impressions are more lasting. Discuss the influence of appearance in situations, such as speaking before an out-of-town group with no plans for returning, appearing on TV, etc.

Analyze own dress and reflect on the impression it probably makes on others. Determine if this impression is the impression desired.

BEHAVIOR —
(INFLUENCED BY CLOTHING)

Discuss how improving a person's appearance (and self-image) can influence their behavior. Analyze the meaning of the statement made by a Juvenile Court Judge, "I can often do more with a delinquent girl by giving her a new dress than by preaching all the sermons in the world," and the statement made by a phychologist, "A considerable amount of delinquency among adolescents, especially young girls, is directly traceable to the intense craving for the right clothes." Conclude that the image a person holds of himself, as well as the image he hopes others have of him, is revealed in his clothing.

ROLES —
(REVEALED BY CLOTHING)

Consider that "self" is what one "is" and that "role" is what one "does." Recognize that clothing plays a part in indicating the many different "roles" (what one "does") an individual assumes during a day. Recognize that "role" change means a new pattern of behavior in terms of what everyone expects. Discuss how clothes may help define the role assumed and help make the change from role to role easier.

Consider how a teen-ager shows that "he is a teen-ager" by dressing like other teen-agers and how an adult within a certain class group may show he "is" in that class by copying the dress of the social group to the extent that he can be placed as to where he comes from and whom he knows.

Recognize that what one "does" may be reflected through clothing because clothing often indicates one's role or one's occupation. Consider how the type clothing worn identifies what one "does," such as: policemen, nurses, doctors, military men (soldiers, sailors), firemen, business men, waitresses, beauticians, maids, pilots, air line hostesses, preachers, etc.

VALUES —
(IDENTIFIED BY CLOTHING)

Consider that clothes may show how a person thinks about many things and what he "believes," for example: a person who "believes" that appearance is important will strive to have clothing appropriate for himself and the occasion; a person who "believes" in modesty will dress accordingly; a person who "believes" in high standards of work will make the effort to have clothing which shows high standards of workmanship.

Recognize that the values and beliefs held by individuals and families may be expressed in many ways and clothing is one of the ways because it is a means used to communicate to others how the family feels about itself and how they want others to feel about them.

CONTENT	and	LEARNING EXPERIENCES

SELF IMPROVEMENT
(MOTIVATED BY SELF-IMAGE)

Recognize that since the approval of others is sought, a person continually endeavors to enhance or offset the image he imagines others have of him. Discuss how clothing may enhance a "good" self-image or be a screen for a "poor" self-image. Consider how a person who has a "poor" self-image may have an extensive wardrobe to try to build up his self-esteem. Consider the dress of persons who have a positive outlook on life contrasted by the dress of persons who feel life has defeated them.

Consider how self-improvement programs in dress and grooming are closely associated with self-image. Recognize that a first step is taken toward self-improvement when one looks at "self" objectively in terms of "what one is" as compared with "what one wants to be." Take a look at "self" in relation to the image of "self" revealed by one's clothing. Plan to make the improvements indicated.

Generalizations

Perception of clothing is related to one's self-concept.

Clothing reflects what an individual thinks of himself.

Clothing is a cue to personality; it conveys an impression of what one is, does, and believes.

Clothing is a cue through which an individual forms impressions of others.

In order to relate effectively to others, it is helpful to the individual to be aware of the meaning dress communicates to others.

Impressions made by appearance and dress have greater impact in limited contact situations.

The impression one wishes to create through clothing may not be perceived in the same manner as one desires it to be.

CONCEPT: CLOTHING AS A MEDIUM FOR ARTISTIC PERCEPTION, EXPRESSION AND EXPERIENCE (SIGNIFICANCE OF CLOTHING).

OBJECTIVES: To help pupils to:

I. Recognize clothing as a medium for artistic perception, expression and experience in creating clothing design.

II. Be able to organize the elements of design to achieve function and beauty in own clothing through the application of the principles of art.

III. Become interested in using own clothing as a means of illustrating, observing, perceiving, and experiencing the components of art (Elements of design).

CLOTHING — A DESIGN

Identify the names of some of the well-known designers of current fashions for teen-agers. Recognize how their fame and status have come from their ability to create fashions which impress others to the degree that people buy them and are satisfied with them. Recognize that they are called designers because they create clothing designs.

Discuss how "every" person is a clothing designer, not in creating a design to be bought but in assemblying the clothes to be worn. Consider that the clothes selected from the closet to wear; how they are put on; the way one combs or fails to comb one's hair; make-up or the lack of it create a design for others to view and a design for "self" to live within.

Discuss that as one puts together all the constituents that compose appearance (the whole picture) he is creating a "mood" or an "idea" or an "impression." Identify such effects as gay, dull, formal, sporty, beautiful, feminine, etc.

Consider how the person may be the focal point or center of interest using clothing, hair style and make-up, etc. to enhance self. Contrast how "self" may be subordinated or covered up with these constituents.

TOOLS OF THE CLOTHING DESIGNER

Knowledge
Observation
Inspiration
Experimentation

Recognize how "a designer" of one's appearance ("way you look") may use the "tools" of the well-known designers which are knowledge, observation, inspiration and experimentation. Recognize that a *knowledge* and application of the elements of design and principles of art will help one create the desired effect (mood), idea, or impression.

Consider that one can learn from *observation* how various effects may be achieved through clothing and the impression they make. Recognize that *inspiration* for clothing may be obtained from many sources, such as TV, fashion books, window displays, other people, etc. Discuss how through *experimentation* one may try out ideas and effects without the restraint of a closed mind as to "what one may or may not wear."

FUNCTION OF CLOTHING DESIGN

Utilitarian
Expressive of the person
Aesthetic

Recall that the purpose of clothing is to defend and enhance the individual. Discuss the relationship of clothing design to these purposes. Consider that clothing design that both defends and enhances the individual will be practical, expressive of the person and pleasing to the eye. Recognize the practical aspects of clothing design, such as: openings that enable one "to get in and out"; skirts that allow walking and sitting ease (without undue fullness that may be in other people's way); etc.

Recognize that clothes that are beautiful on a model, movie star or friend may not enhance or become one. Discuss the meaning of the term "becomes you" as being a part of you or expressive of one's personality. Point out that a dress may be truly beautiful within itself

but may not do anything for (enhance) the person wearing it. Recall incidences when class members "drooled" over a dress in the window or on a rack, but when it was tried on, it was a disappointment.

Discuss how clothes in order to enhance or "become one" are selected in relation to a person's personal characteristics. Consider how a knowledge of "self" helps one select clothes that will enhance "self." Recall that "self" is made up not only of face, figure and form but of personality, energy, feelings and attitudes.

Make a self-analysis including personality characteristics, figure characteristics, personal coloring and physical features. Recognize that knowledge of one's inner self, an analysis of one's physical self and a knowledge of the elements of design (components of art) may enable one to use clothing and grooming to enhance and defend self. Recognize that the elements of design can be learned and applied through study and practice (refer to Art Unit).

USE OF ELEMENTS OF DESIGN (LINE, SHAPE, TEXTURE AND COLOR) AND ART PRINCIPLES IN CLOTHING DESIGN

Recognize that beauty in clothing design and the enhancement of "self" through clothing are related to the way the elements of design (line, shape, texture and color) are put together (principles of art).

LINE AND SHAPE

Look at pictures in fashion magazines and compare with pictures of real people. Recognize that when a garment is put on the human body, it takes on the line and shape of the body. Consider that the lines of the garment may change the way the human figure appears to the observer. Recognize that the basic lines of a costume constitute the silhouette (outline or contour). Paste pictures of costumes on black paper and place them against a white background. Discuss what the silhouette reveals about the costume, such as, sport clothes, formal, feminine, schools clothes, etc.

Discuss how the lines of the silhouette set the key for the other lines in the costume, such as, pockets, collars, lapels, tiers, tucks, pleats, draped folds, jacket edges and closing edges.

EXPRESSIVE QUALITIES OF LINE

Analyze the lines used in costumes. Compare the lines observing that basically there are only straight and curved lines. Find pictures of clothing illustrating the kinds of lines, including variations of the straight and curved lines. Look at garments worn by class members and in pictures pointing out the parts of the costume forming lines.

Consider how lines within a costume affect the mood created by the costume. Compare the difference in how a person might feel wearing a straight tailored garment and a full feminine outfit. Analyze the reason for the difference in the mood.

STRUCTURAL LINES

Observe the lines in garments. Identify "structural" lines as those that hold the garments together and make up the shape. Trace the structural lines of pictures of garments (seams, darts, pleats, collars, belts, etc.). Analyze the effect of the designs formed by the lines, using the art principles, as follows:

- Lines form shapes and thereby create effects of squares, ovals, rectangles, circles, trapezoids (a trapezoid shape is in harmony with the average human figure).
- Lines break up shapes thereby affecting apparent body proportions.
- The character of the lines (horizontal, vertical, diagonal, horizontal-diagonal, vertical-diagonal and curved) creates symbolism and suggests mood, such as: straight up and down lines seem dignified and formal; crosswise or horizontal lines seem less formal and more relaxed; diagonal or slanting lines give an unusual or dramatic effect; and curved lines, like the lines of the human body, are graceful and charming.

DECORATIVE LINES

Identify decorative lines in a garment as the applied or superimposed lines used for decoration, trim and ornamentation. Discuss how the designs of a fabric are decorative in purpose and contribute to the total design of a garment.

Make another tracing of the structural lines of pictures of garments and add the decorative lines to the drawing. Compare the two tracings and analyze the line effects. Recognize that when decorative lines are more dominant than structural lines, emphasis is obtained. Discuss how trim might emphasize a structural line, such as a change of color, cording or lace on a collar.

LINE EFFECTS IN RELATION TO CLOTHING DESIGN

Using the tracings, experiment with structural and decorative lines to create different kinds of effects. Analyze these line silhouettes in relation to "messages" they bring, such as: showing whether or not the costume is in fashion by the length and width of skirt, style of sleeves; some idea as to whether the costume is for sports, evening, lounging, school, etc.; some idea of fit in relation to the human figure, etc.

Study how the principles of art related to line and shape may be used in dress designs to break up the areas to achieve desired effects. Recognize that lines of clothing may emphasize or camouflage the lines of the human figure. Study figure types and experiment with line designs to achieve different effects, such as:

- Line designs that stop the eye from traveling across the figure might have a slenderizing effect on a wide broad figure.
- Lines that keep the eye moving in a lengthwise direction without opposing lines might help camouflage a short waist.
- Lines that carry the eye around the figure might add apparent weight and decrease apparent height.
- The direction in which lines carry the eye may be deceiving since vertical stripes do not always lead the eye up and down but may lead the eye across depending on the spacing and color of the stripes.
- Neck lines may camouflage or emphasize the face shape depending on the direction of the line, and the size and proportion of the neck line in relation to line, shapes and proportion of face.

Recognize the relationship of other lines to the overall effect of the clothing design, such as: lines formed (wrinkles) when a garment does not fit or is not pressed; effect of posture on lines of dress when sitting, walking and standing; effects when dress design does not conform to lines of human figure or is not in keeping with the fabric design.

Experiment with line design in relation to own figure and face. Analyze own clothing in relation to the line effect produced in relation to the effect desired.

TEXTURE

Recognize that texture in clothing results from the way in which the fabric is constructed, and from the characteristics of the fiber. Recognize that texture has a "design," and has qualities which may contribute to or hinder design effects created by line, shape and color. Examine fabrics to become aware of the designs created by brocades, lace, metallic fabrics, pique, etc. Handle fabrics and identify their use in achieving design effects, such as draping, pleats, gathers, tucks, shirring, smocking, etc.

Consider effects of textures on the design of the garment in relation to becomingness to the individual, such as: crisp textures appear to increase size because they tend to hang away from the natural contours of the body; shiny or glossy textures tend to increase size because they reflect light; pile and fuzzy textures tend to add bulkiness depending on their depth and amount used; dull surfaced textures in medium and light weight fabrics tend to slenderize; etc.

Study how texture affects the color and thus influences the design of clothing. Consider that due to the differences in the closeness and openness of various weaves, they absorb and reflect light differently, therefore colors appear duller or brighter in relation to the texture. Show the same color used in different textures and observe that the color in rough textures is dull and is brighter in smooth textures and still brighter in shiny textures. Discuss how texture may be used to create the effects desired in clothing design.

COLOR

Discuss how color is associated with enhancement in the animal kingdom as well as with human beings. Recall the beauty of color in the "proud peacock," and color in the male species of the redbird, bluebird, etc. Recognize that color may be used in clothing design to express the personality of the wearer and create a desired mood or effect.

Discuss how choice of color in clothing design is related to what one wants the color to do. Study and experiment with color using art principles to achieve the effects desired in clothing design, such as: color coordination in the costume; use of color to create a mood; color cued to the person; and color in relation to design.

COLOR COORDINATION IN THE COSTUME (OR WARDROBE)

Discuss the meaning of the term "Color-Coordinates." Recognize the developments in the past few years of "color sense" in industry through coordinating high fashion colors both in ready-made clothing and fabrics.

Consider the satisfaction in being able to buy a dress at one shop and accessories at another

and achieve color harmony. Recognize that all colors are not "coordinated" by industry and, therefore, one is called upon to use his own "color sense" in combining colors in a costume or wardrobe to achieve the desired effect.

Study how colors may be matched, blended or contrasted through applying the dimensions of color (hue, value and intensity) to achieve the desired effect (Refer to Art Unit).

USE OF COLOR TO CREATE A MOOD

Recognize how fashion colors change with the season. Discuss how colors create the mood of fall, spring, summer and winter. Discuss the effect of color on other moods, such as bright colors to bolster one's courage, lift spirits or attract attention. Study ways of using color to create desired moods (Refer to Art Unit for basic learnings in relation to color "messages" or psychological association of color and their use in creating moods). Recognize that the influence of color is related to the person's associations with color. Consider that "pleasant" associations may have influenced color preferences and "unpleasant" associations may have developed "color prejudices."

COLOR-CUED TO THE INDIVIDUAL

Analyze the differences in the coloring of class members. Recognize that the basic coloring of hair, skin and eyes may be enhanced or de-emphasized by choice of color in clothing. Discuss how a person may wear "any color" with satisfaction when it is "color-cued" in value, intensity, texture and make-up.

Experiment with colors to determine the effect on individuals. Use the principles of color (Refer to Art Unit) to show how skin, hair and eye colors may be emphasized by wearing the complement, such as: red skin tones are emphasized by green; orange by blue; yellow by purple, etc. Recognize that use of the same color may emphasize or de-emphasize the personal coloring depending upon the value and intensity, amount and texture. Try on colors in a variety of hues, shades and tints in different textures and anlyze color effects.

Recognize that choice of color in keeping with one's color preferences is a means of cueing color to the individual personality. Discuss how choice of color that "one feels good in" or "enjoys living with" may contribute to personality expression. Discuss how one may complement or change one's apparent personality through color choice.

COLOR IN RELATION TO DESIGN

Discuss the relation of color to design using illustrations of ways in which color may carry the eye to affect line movement; use of color to achieve accent; influence of color on the character of the design (Refer to section on Line and Space).

DECORATIVE DESIGN IN RELATION TO CLOTHING DESIGN

Recognize that all "visible points" of a costume constitute the overall design. Recall that design is an organized plan or scheme, with the component parts developed into a unified whole. Look at pattern books, window displays and attend fashion shows to observe ways in which the art principles (emphasis, balance,

rhythm and proportion) are used to create a costume in which line, shape, texture and color are interrelated into a unified whole (Refer to Art Unit).

Experiment with several costumes using different accessories and other means of decoration and evaluate the quality of the overall design. Consider changes which might create a different design with little or no additional cost, such as: removing a pin, flower, feather; change of belt; change of buttons; etc.

Develop a display of costumes comparing those developed in relation to art principles with costumes in which art principles are violated. Evaluate the effects of each.

Consider that patterned fabric is an integral part of the overall design of the costume and may enhance or detract from the overall effect depending on the choice of the pattern in relation to style of the garment, personality of wearer, effect on the figure and the occasion for which the garment is to be worn.

Recognize the multitude of patterned fabrics available from which one may choose. Identify guides or standards to help in choosing fabric designs that are in "good" taste, such as:

- There is a definite organization or repeat pattern—design units are not placed in a "hit-or-miss" arrangement.
- The design units are placed so that the background space is pleasing in shape—not so far apart that they seem isolated or so crowded that the design becomes confused.
- Naturalistic subject matter is stylized rather than photographic.
- The pattern as a whole has rhythm in an overall direction, sometimes more vertical or horizontal.
- The design avoids too much movement or jerky, spotty movement.
- The design is flat rather than three-dimensional in effect.
- There is pleasing variation in the size and coloring of the design units with no one unit standing out predominantly when viewed at a distance.
- Colors are consistent with the use, design and fabric.

Discuss guides to help in selecting patterned fabrics in keeping with the occasion, personality and size of the wearer, such as:

- Small, geometric, allover designs suggest conservative or practical garments.
- Bold color and pattern suggest sportswear or formal wear depending on the fabric and the character of the design.
- Dainty, floral patterns suggest feminine wear for formal or informal occasions.
- Large, bright floral designs suggest party clothes for the sophisticated femine personality.

Conclude that the occasion as well as the personality and size of the wearer may be reflected in the choice of design and colors.

Recognize ways in which one's own clothing may be used as a means of illustrating, observing, perceiving and experiencing the components of art to achieve a design which will defend and enhance self and create beauty.

Generalizations

Clothing may be a source of beauty and personal satisfaction.

Clothing may be a means through which the elements of art (line, form, space, color, texture) are illustrated, observed, perceived and experienced.

Variation in the use of art elements may alter the frame of reference in which one sees the human form.

The basic line of a costume is the silhouette.

The line of the silhouette sets the key for the lines used throughout the costume.

Clothing may be a means through which the components of art are illustrated, observed, perceived and experienced.

Clothing may be utilized to express meanings, feelings, ideas and emotions.

The elements of art and dress may be organized into a whole in such a way that the whole is more meaningful than its parts.

CONCEPT: STYLES, FASHIONS AND FADS (ACQUISITION AND USE OF CLOTHING).

OBJECTIVES: To help pupils to:

I. Understand how styles, fashions and fads may be means of art perception, expression and experience.

II. Differentiate and relate style, fashion and fad.

CONTENT and LEARNING EXPERIENCES

STYLES, FASHIONS AND FADS — MEANS OF ARTISTIC PERCEPTION, EXPRESSION AND EXPERIENCE

Arrange a bulletin board of pictures of dress typical of the different fashions of the past years. Identify the various styles, fashions and fads being worn by pupils in the class. Model fashions from other years. Discuss how a particular style or fashion identifies the period in which it was popular, such as: the styles of World War I, roaring twenties, the depression, World War II, Post War, etc. Recognize how styles seem to reflect the mood, tempo and values of people during particular periods.

Analyze different styles and identify the particular era they represent. Describe the people of the era, their activities and values as revealed in history. Take account of the use of clothing throughout history as a means of self-expression and new experiences and to portray the perception of the era. Recognize that fashion designers have used the elements of art (color, line, form and texture) to convey the signs of the times through styles, fashions and fads.

DIFFERENTIATION BETWEEN STYLE, FASHION AND FAD

Discuss the meaning of comments, such as: "You are stylish," "That outfit is high fashion," "That hair style is a fad." Study references to determine the correct interpretation of style, fashion and fad and point out illustrations of each from pictures or from garments worn by class members.

Analyze the items designated as fads and discuss that fads are short-lived because they meet a need for novelty for a short time and are distinguished for their attention-getting effect and not for their beauty or quality.

Discuss how some fads have become fashions when they were well-designed and met a need, such as small neck scarves which became a fashion rather than just a fad, since they fulfilled a need for a flattering touch of becoming color and texture near the face.

Analyze the definition of style as "any object or art form which has certain distinguishing characteristics," for example, Empire style of dress and the Early American style of furniture. Look at pictures illustrating styles in clothing to determine how their characteristics are different from other styles and how they are easily recognized because of their distinguishing characteristics, as a certain style. Look at illustrations of styles and identify their distinguishing characteristics.

RELATIONSHIP OF FASHION TO STYLE

Analyze the definition of fashion, as the interpretation of the accepted style at any given time. Select pictures of garments which are fashions for the current season and identify the style. Discuss how some styles return to fashion by being modified in various ways to conform to the fashion of the period by incorporating currently acceptable necklines, skirt lengths and fabrics. Identify styles, such as the "empire," the "middy" and the "shirt waist" which have been revived at various times.

SOURCES OF FASHIONS

Recognize that not all fashions are revivals of old styles. Discuss how designers are constantly seeking sources from which to find inspiration and use not only historical styles of clothing as their inspiration but also derive ideas from varied sources, such as: prominent personalities; native costumes, items in museums, contemporary art, modern architecture, and the new shapes which symbolize space and speed of current times.

Look at illustrations of fashion ideas derived from various sources, such as: the use of metal buttons, braid trim, capes and the sailor suit from a study of military clothing; the coolie coat, tight pants and collars with a Chinese accent; Hawaiian influence in beach wear and design motifs and color suggestions for printed cottons and silks from the East Indian sari, paisley shawl and other oriental textiles. Analyze the sources of current fashions.

CONTENT	and	LEARNING EXPERIENCES

EFFECT OF BASIC HUMAN NEEDS ON FASHION CHANGES

Discuss that humans have a need for variety or novelty to add interest and zest to life while at the same time they need security. Consider how these needs result in fashion changes which are new and different, yet similar.

Compare fashions of the past and current seasons. Analyze the differences and similarities. Note how, as a rule, fashions do not make abrupt changes from season to season but instead generally modify the colors, silhouettes or skirt lengths. Discuss the meaning of the statement made by a merchant, "The customer wants something just like she bought before, but different."

RELATIONSHIP OF FASHION TO ENHANCEMENT OF THE INDIVIDUAL

Consider that a style becomes a fashion only when it is accepted and worn by many people. Identify some fashions which were worn for only a short time such as the "sack" dress. Consider that some fashions which are distorted and exaggerated, and do not enhance the appearance are often short-lived.

RELATIONSHIP OF STYLES, FASHIONS AND FADS TO THE USE OF CLOTHING IN MEETING SOME BASIC NEEDS

Discuss the gay time boys and men seem to have in "poking fun" at girls' and women's fashions. Recognize that "attention" is one of the motives back of the frequent changes in fashion. Discuss how being in fashion may get attention that enables one to belong and helps one to feel secure, while dressing "out of style" or "out of fashion" may call attention to a person in ways that would cause one to feel like an "outsider." Recall that human beings have a basic need to "belong" as a means of developing security.

Observe the bulletin board showing fashion changes and discuss ways in which fashions change from season to season and year to year. Recognize that the clothing industry promotes change in an effort to get people to buy new clothes. Recognize that people tend to buy new clothes to help satisfy a basic need for new experiences.

Recognize that since the fashion life of a particular style for people is dependent upon acceptance or rejection by the majority of the people, one may accept fashions which have features that allow a person to enhance his appearance and reject those that are distorted, thereby influencing fashions.

Generalizations

Style refers to any object or art form having specific distinguishing characteristics.

Fashion is the interpretation of the accepted style at any given time.

Fashion results from a desire for change on the part of the consumer.

Although every period has its own characteristic art forms, past styles sometimes reappear in adapted form.

A fad is usually a small item, such as an accessory, which enjoys short acceptance as a fashion.

Fads are often distinguished for their tricky or attention-getting quality rather than their utility or beauty.

CONTENT	and	LEARNING EXPERIENCES

CONCEPT: CLOTHING CONSTRUCTION

OBJECTIVES: To help pupils to:

I. Recognize that making garments can be creative, fun and economical.

II. Be able to select, use and care for some sewing equipment.

III. Develop work habits conducive to accomplishment, safety and order.

IV. Be able to perform the following basic construction processes:

- Preparing fabric to grain perfection
- Fitting pattern
- Laying pattern
- Cutting to fit
- Cutting to perfection
- Marking with perfection
- Unit construction
- Directional stitching
- Directional stay-stitching
- Understitching
- Clean finishing
- Lock stitching
- Baste stitching
- Pressing
- Seams and seam finishes
- Darts, tucks, gathers
- Facings (fitted and bias)
- Collars
- Skirt band or joining skirt and bodice
- Belts
- Plackets and zippers
- Buttonholes
- Sewing on buttons, hooks, eyes and snaps
- Hems
- Trimming details

V. Be able to develop correct habits of posture and carriage.

VI. Be able to make simple clothing alterations.

CONTENT	and	LEARNING EXPERIENCES

SEWING—A CREATIVE ART

Recognize the popularity of home sewing as evidenced by the amounts of fabrics and numbers of patterns sold each year. Consider reasons why many people continue to be enthusiastic about sewing when ready-made clothing is available in a variety of styles and price ranges. Identify reasons, such as:

- Sewing is creative—people derive satisfaction in the feelings of achievement and recognition associated with being able to say "I made it," as well as the satisfactions experienced through creating something.
- Sewing may be economical—since the main cost of ready-mades is labor.
- Sewing is interesting—a skill that depends on chemistry, art and mathematics to make it work.
- Sewing can be easy—when one wants to sew and uses available resources, such as:

automatic machines, easy-to-use patterns, short cuts in construction, tools designed for expected use, and wide range of new and improved fabrics.

SEWING—A SKILL TO BE LEARNED

Recognize that sewing is both a creative art and a skill. Discuss how the function and beauty of a garment are influenced by the ways in which fabric is constructed into a design. Compare the construction of a garment to the engineering of a bridge or a building. Recognize that precision in both the planning of the garment and in the details of the workmanship influence the quality and durability of the garment and the satisfaction received from it. Discuss how the engineering in the basic construction of a garment is a contributing factor to its appearance, comfort and performance. Consider that both the creative aspects and the skills of clothing construction may be learned through study and practice. Discuss how sewing will be learned in this class through reading, seeing and doing.

Recognize that through the use of illustrative materials, filmstrips, and demonstrations each process in constructing the garment will be illustrated and clarified. Discuss the place of evaluation in relation to each step in the construction process before moving to the next step.

WORK HABITS

Recognize that work habits are a means of learning to sew. Discuss the contribution of work habits in clothing construction to efficiency, accomplishment, health, safety, order and a saving of time and energy. Demonstrate correct posture when sitting at a machine, working at a table, and cutting. Consider the relationship of use of equipment to the amount of work accomplished. Discuss ways of keeping work in an orderly arrangement.

Determine safety rules to practice when using equipment, including shears, pins and needles, iron and sewing machine. Develop a list of common hazards in the clothing laboratory.

Develop a plan for individual and group responsibilities for the daily and weekly care of the clothing classroom and the equipment.

FACTORS TO CONSIDER IN SELECTING FABRICS FOR GARMENTS TO BE MADE

Take account of the vast amount of fabric on the market from which to choose for home sewing. Identify some of the fabrics which class members can recognize and describe them. Recognize how the choice of fabric may influence the type of pattern selected and the degree of success in making the garment. Consider how a knowledge of fabrics may help one make a rational decision from among the many choices available. Recognize that the factors to be considered when selecting the fabric for garments to be made include the weave; qualities of the fabric (ease of handling and draping or pleating qualities); straightness of grain; yarn slippage; amount of sizing in fabric; cost in relation to quality; care required; label on fabric (know meaning of textile terms used on labels); effect of nap and design (if any) on yardage required; suitability for the season and occasion; art qualities of the fabric and pattern to be used in constructing the garment.

WEAVE

Examine samples of weaves. Hold the samples up to the light or observe under a hand lens to note the closeness of the weave as a basis for predicting the wearing qualities. Recognize that a firm, close even weave tends to increase the durability of a fabric.

QUALITIES OF FABRIC

Ease of handling

Draping or pleating qualities

Arrange a display of fabrics having various characteristics. Evaluate the fabrics in relation to ease of handling and draping qualities. Recognize that fabrics which are reasonably firm, but not stiff, are generally easy to handle while those which are thin, slippery, thick, stiff and ravel easily are generally more difficult to work with. Look at samples of cotton broadcloth, gingham, chambray, percale, voile, satin, tweed, velvet, polished cotton, etc., and decide which would be most appropriate for a beginner to choose.

STRAIGHTNESS OF GRAIN

Discuss the meaning of grain perfection pointing out the influence of grain perfection on the fit, hang or drape of the garment. Consider that fabrics are woven grain perfect but may be pulled out of shape in handling and finishing. Recognize that a design may be printed off grain on a fabric. Observe samples illustrating this point. Consider that a fabric with a design printed off grain cannot be made to hang or drape well and keep the design straight. Discuss reasons for not buying fabric when the design is printed off grain. Demonstrate how to determine when a fabric is grain perfect by pulling a thread.

YARN SLIPPAGE AND AMOUNT OF SIZING IN FABRIC

Recognize that when there is a tendency toward yarn slippage in fabric, the garment made from this fabric would probably pull at the seams. Demonstrate test for checking yarn slippage, such as: pin a small tuck in a sample; pull on the fabric from both sides of the tuck, working back and forth while it is being pulled; if the fabric tears or pulls away from the pin, it would probably pull out at the seams.

Recognize that sizing is sometimes used to cover up loose weave and yarn slippage. Identify sizing as stiffening which has been added to give a more closely woven look and firmer feel. Demonstrate the test for sizing, such as: rub the fabric between the hands; if a powder-like dust falls out, stiffening has been added; if heavily sized, the rubbed part will look thinner when held to the light and will appear limp and coarse. Recognize that sizing dissolves in water. Discuss the change in sized fabrics after washing. Wash a sample of heavily sized fabric and compare with the original.

COST IN RELATION TO QUALITY

Examine the same kind of fabric in various qualities and compare prices. Determine the relationship between the quality of the fabric and the price.

CARE REQUIRED

Recognize how the care required for a fabric influences the use to be made of it and the satisfaction received from it. Discuss how fiber content and finish influence the care of the fabric.

LABELS ON FABRICS

Take account of the kinds of information about fabric which may be found on the label in regard to fiber content and care. Identify some of the terms used on labels and discuss their meaning, such as "Sanforized," "Tebelized," "Dacron and Cotton," etc.

EFFECT OF NAP AND DESIGN (IF ANY) ON YARDAGE REQUIRED

Consider that some fabrics require that the pattern be placed on them in special ways in relation to the nap or one-way design. Recognize that a beginner in sewing might prefer to work with fabrics which do not have a nap or a design to be matched. Consider that a fabric with a nap or one-way design usually requires more yardage for the garment.

SUITABILITY FOR DIFFERENT SEASONS, OCCASIONS, AND USE

Arrange for class members to make selections from a display of fabrics and patterns, choosing fabrics appropriate for the pattern considering the occasion, the season, and the use. Discuss reasons for the choice of the fabric for the pattern.

Demonstrate some simple tests which can be performed on fabrics that will help to determine their qualities and suitability for a particular purpose. Some of the tests include:

- Test for wrinkle resistance: Crush a corner of the fabric, release it and notice the degree of wrinkling in it.
- Test for ability to take pleats: Fold the fabric crosswise or lengthwise; press with the hands; notice whether pleats remain or fall out.
- Test for colorfastness: Put a sample of the fabric in the sun for a given length of time.

ART QUALITIES OF THE FABRIC

Review the elements of design and principles of art and apply to the selection of the fabric considering the color, texture and/or design in relation to the individual, season and occasion. Visit stores to look at fabric appropriate for the garment to be made.

FABRIC IN RELATION TO PATTERN FOR GARMENT

Recognize the "hook and eye" relationship between the fabric and pattern. Consider that sometimes one selects the fabric first and then the pattern or the reverse. Discuss the ways the fabric may influence the pattern selected and ways the pattern may limit the fabric selected. Recognize that in this Clothing Unit, the pattern will be selected in relation to the construction processes to be learned and the fabric will be selected in relation to the pattern considering the individual, season and occasion.

Generalizations

Knowing what to look for in fabrics helps one to choose in relation to the intended use.

A firm, close, even weave tends to increase the durability of a fabric.

Fabrics differ in quality which may affect appearance, durability and cost.

Fabrics may be chosen in keeping with the time of day and year, the occasion for which they will be worn, for the figure and for the type pattern to be used.

Additional yardage is required for fabrics with nap, one-way designs, plaids, stripes and for the spacing of large prints and diagonal placement of pattern on fabric.

Fabrics are woven grain perfect with lengthwise and crosswise threads at right angles to each other; however, fabrics may be pulled out of shape in handling and finishing and/or the design may be printed off grain.

When a design is printed off grain, cutting the garment in relation to the straight of the design will affect the hang and drape and cutting the garment on the grain will result in a marring of the design.

SELECTING A PATTERN IN RELATION TO:

- *Construction processes to be learned through the making of the garment*
- *Sewing ability of the pupil*
- *Fabric to be used*
- *Measurements of wearer*
- *Figure type*
- *Pattern types*
  - *Misses'*
  - *Women's*
  - *Junior Misses'*
  - *Half-Size*
  - *Girls'*
  - *Sub-teen*
  - *Teen-age*

Decide on the construction processes to be learned through the garment to be made in class. Arrange a display of patterns suitable for garment, which will provide experience in the construction processes to be learned. Discuss the advantage of using the same style pattern for all class members.

Identify design features of the pattern appropriate for all class members. Consider ways of being creative in making the pattern suit the individual through variation in color, collars and trim.

Take account of the fact that patterns are not chosen according to age or ready-made size but according to one's body measurements and figure type. Recognize that choosing a pattern according to one's size and figure will result in a minimum of alterations. Study pattern books and references to identify the kinds of patterns available in relation to figure types, such as Misses', Junior Misses', etc. Discuss how the comparison of these pattern types with own figure type is one means of obtaining a pattern for own figure.

Demonstrate how to take body measurements, pointing out that accurate measurements may be taken when one is standing naturally and at ease and a tape measure is adjusted snugly but not tightly. Work in pairs to take body measurements. Compare body measurements to standard measurements and determine individual figure type. Analyze body measurements and results of trying on pattern shells. Use this information to determine individual pattern size, taking account of the following points:

- Since the upper part of the body is the most difficult to fit, the bust measurement determines the size when buying a dress or blouse pattern.
- When buying a dress pattern, waist and hip measurements are needed to determine whether alterations will be necessary for the pattern size purchased by the bust measurement.
- Waist and hip measurements are needed when purchasing a skirt pattern.
- When the bust or hip measurement comes between two sizes of a pattern and is much above the smaller size, the larger one will be easier for an inexperienced person to alter since reducing a pattern piece is easier than enlarging one.

Discuss "allowances" or "ease" allowed on commercial patterns. Recognize that at the bustline, the waistline and the hipline, the pattern should be loose enough to slide the finger under because a little ease is needed to be able to move freely in the finished garment. Point out that the amount of ease allowed is a matter of the style of the garment and the fashion of the day.

Obtain pattern in keeping with figure size.

Discuss the purpose of using a pattern and the kinds of help the pattern can provide. Examine a pattern to note the type of information given, such as: amount of fabric needed, notions needed, pattern cutting layout and steps in construction of garment. Demonstrate how to use the information on a pattern envelope to determine the amount of fabric required.

Generalizations

Commercial patterns are standardized according to the measurement of the individual rather than by the age of the individual or by the size of ready-made garments.

Patterns are available in a variety of types and sizes in keeping with variations in figure types and sizes.

Accurate figure measurements contribute to the selection of a pattern size with minimum alterations.

Figure features may be emphasized or minimized through the selection of pattern styles to produce the desired effect.

FACTORS TO CONSIDER IN SELECTING NOTIONS

Examine the pattern envelope to determine the notions needed for the garment to be made. Examine garments to observe notions used, such as thread, buttons, snaps, zippers, seam tape. Determine the factors to consider in selecting notions, including purpose, fabric, scale, color, design, cost and care.

Recognize that thread is available in a variety of colors and sizes. Discuss how thread is selected to match the color of the fabric so well that it can hardly be seen. Point out that thread may be matched to the color of the fabric by holding a single thread over the fabric. Point out that if a perfectly matched thread cannot be found, thread which is slightly darker than the fabric will sew in lighter and show less than a lighter thread.

Consider that thread sizes range from number 8 which is very coarse to number 100 which is very fine. Recognize that for medium weight fabrics numbers 50, 60 or 70 are commonly used. Point out that most thread is made of cotton which is suitable for many kinds of fabrics. Recognize that mercerized thread comes in many colors but only in size 50. Consider that thread is also made of nylon, silk and dacron which is strong and may be used for stitching seams that will have much wear. Discuss that nylon and dacron thread are not suitable for fabrics which will require high heat pressing because they will melt. Recognize that spools of thread may be purchased having from 40 to 800 yards of thread. Point out that a spool of thread containing 125 yards should be sufficient for making a skirt or simple dress.

Recognize that snap fasteners are used on flat surfaces where there is little strain while hooks and eyes are used to fasten openings which have considerable strain. Consider that buttons are selected according to the type of fabric, style of garment, and proportion of the figure.

Consider that zipper colors are chosen to blend with fabric of garment. Point out that there are types and weights of zippers for all openings and the style and length are determined by the pattern selected as follows:

- Neck-type zippers have fine teeth, are light in weight, and come in many lengths.
- Skirt zippers are usually 7 to 9 inches long and slightly heavier than neck-type zippers.
- Dress fasteners for side seams are usually 12 to 14 inches long and are closed at both ends.

Recognize that seam tape may be made of cotton or rayon and it may be bias or cut on lengthwise grain with the type selected depending on its use on a garment.

Demonstrate or show examples of appropriate or inappropriate notions according to scale, design, color, fabric, purpose and care.

SELECTION, USE, AND CARE OF SEWING MACHINE AND/OR ATTACHMENTS

Display a chart showing the parts of the machine. Determine how many class members have a machine at home and how many have

used a machine. Discuss similarities and differences in machines in the department and those in own homes.

Study diagrams and instructions to learn how to use the sewing machine. Identify the parts of the machine as they are used. Demonstrate use of the machine including: inserting the needle, controlling the stitch, backstitching, threading the machine, threading the bobbin, opening and closing a machine.

Practice threading the machine and the bobbin until this procedure is understood. Practice stitching on simple articles which are needed and will give experience in: sewing a straight line; turning a corner; following a curved edge; threading the machine; removing and filling the bobbin; and regulating the length of the stitch. (Some of the articles might include the Bishop apron, pot holders, dish towels, pillow cases).

Evaluate machine stitching. Discuss various lengths of machine stitching and determine the use of each length. Determine the length machine stitch for the garment to be made. View samples of various lengths of machine stitching. View a diagnostic chart showing kinds of machine stitching, such as: stitches too short, stitches too long, tension too tight, and tension too loose.

Discuss safety factors involved in using the machine. Consider the care of machines to keep them in a working condition. Work out a plan for sharing machines in keeping with the class size.

SELECTION, USE, AND CARE OF OTHER EQUIPMENT INCLUDING:

- *Scissors or shears*
  - *Cutting shears*
  - *Trimming or thread scissors*
  - *Pinking shears*
  - *Scalloping shears*
  - *Ripping scissors*
- *Tracing wheels*
- *Tracing paper*
- *Tailor's chalk*
- *Transparent dressmaker's ruler*
- *Gauge (pliable 6")*
- *Automatic hem gauge*
- *Needle cushion*
- *Wrist pin cushion*
- *Needles*
- *Tape measure*
- *Pins*
- *Thimble*
- *Iron*
- *Ironing board*
- *Press cloths*

Arrange a display of different kinds of small equipment and identify equipment. Study the use of and standards for equipment needed in clothing construction. Investigate available equipment and prices in local stores and/or catalogues. Determine which small equipment will be needed by each individual and which might belong to the department and be shared. Secure individual sewing equipment needed.

Examine various kinds of sewing boxes (if tote trays are not available in the department) to determine those that are desirable. Judge whether they are large enough to allow for small equipment, pattern, fabric and notions; sized to fit storage space; and durable. Plan for storage of small equipment in keeping with the facilities in the department. Personalize individual equipment.

Discuss arrangement and storage of other sewing equipment in the department. Demonstrate the use of small equipment as it is used

CONTENT	and	LEARNING EXPERIENCES

Pressing cushion
Edge and point presser
Sleeve board
Press board

the first time during the unit.

Examine pressing equipment in the department and consider its use.

Generalizations

The quality of construction is related to the use and care of the sewing machine.

There is a relationship between the tools selected in keeping with expected use and the correct use of these tools to the quality of work, rate of construction, and the appearance of the finished product.

STANDARDS FOR GARMENT TO BE CONSTRUCTED

Examine several ready-made garments and garments which have been constructed and evaluate the construction processes to determine standards desired. Set up standards for garment to be constructed.

RELATIONSHIP OF FIT TO PREPARATION OF FABRIC

Discuss the relationship of the fit of a garment to the preparation of the fabric before cutting to straighten or shrink it, if needed. Determine what preparation of fabric may be necessary before cutting, such as straightening, shrinking, pressing, etc. Make the needed preparation.

PREPARATION OF FABRIC TO GRAIN PERFECTION

Recognize that a fabric is grain perfect, if when it is torn on the crosswise grain from selvage to selvage at both ends, or a thread is pulled and it is cut on the grain at both ends, the grain will form right angles.

Demonstrate preparing fabric to grain perfection, showing how washable fabrics that are not grain perfect can be straightened and/or shrunk by tearing or cutting on both ends, folding right sides together and baste stitching across each end, laying on flat surface and sprinkling until thoroughly damp all over, then smoothing gently with hands. Allow to dry out flat and press with steam iron.

SHRINKING FABRIC

Point out how excessive shrinkage can ruin the fit of a garment. Discuss the significance of knowing whether fabric is labeled "sanforized" or "pre-shrunk." Determine whether fabric has been preshrunk. Demonstrate method of shrinking fabrics (if needed).

FITTING PATTERN

Discuss how the fit of the garment influences the appearance, comfort, and wearing qualities.

Study the characteristics of fit and learn to recognize them. Discuss the results obtained when major changes are made in a garment under construction in order to achieve fit. Point out that the time to make alterations is on the pattern before the garment is cut. Recognize that pieces of garment are likely to stretch or get out of shape through excessive handling.

Identify the pieces of pattern. Mark each piece with own name for identification purposes. Select pieces of pattern to be used and return other pieces to the envelope. Press pattern pieces that are wrinkled.

Study procedures for fitting a pattern. Demonstrate fitting a pattern. Make needed alterations on pattern in order that garment may be "cut to fit."

Generalizations

Fit of a garment is influenced by the preparation of the fabric to insure grain perfection and a minimum of shrinkage.

Since excessive shrinkage can ruin the fit of a garment, when the fabric is not labeled pre-shrunk, shrinking of the fabric before cutting will prevent excessive shrinkage after construction.

Recognition of the characteristics of a garment fitted in accordance with grain line, figure and fashion contributes to the ability to fit patterns.

Altering the pattern before cutting the garment enables one to "cut to fit" and reduces the possibilities of alterations on the garment.

LAYING PATTERN

Study the "pattern layout" on the guide sheet. Decide which "layout" to use according to size of the pattern and width of the fabric. Determine the up and down of the fabric and the right and wrong sides. Demonstrate how to place the pattern on the fabric according to the "layout" diagram chosen for size of pattern and width of fabric. (Demonstrate the matching of plaids and/or stripes, placement of designs, etc., if needed). Demonstrate how to determine if the straight grain of the pattern is on the grain line of the fabric.

Analyze the pattern for the following features before cutting the garment: seam allowance, place on fold, straight of grain, pattern markings, notches, allowances for alterations needed in "cutting-to-fit."

CUTTING THE GARMENT

Demonstrate cutting a pattern using correct procedures, pointing out that for precision in cutting place one hand on the fabric keeping it flat on the table while it is being cut. Demonstrate cutting with shears using long, smooth strokes to avoid jagged edges. Demonstrate how to cut with the grain of the fabric whenever possible (directional cutting) and how to cut notches outwards.

TRANSFERRING PATTERN MARKINGS

Identify construction markings and determine their use in fitting and in construction. Recognize that familiarity with construction markings will contribute to the interpretation of the pattern guide both in cutting and constructing a garment. Demonstrate transferring markings to the fabric, pointing out that methods of marking vary with the fabric, the garment, and the skill of the individual.

Generalizations

The position of fabric grain in a garment influences fall and pliability of the fabric on the figure, therefore, placement of pattern on the straight of grain is basic to fit, hang, and ease of constructing the garment.

The pattern layout on the guide sheet provides a guide for placement of pattern on fabric in keeping with size of pattern and width of fabric.

Accuracy in cutting and cutting with the grain contribute to ease in fitting.

Construction markings are guides to fitting and constructing a garment.

UNIT CONSTRUCTION (USING GUIDE SHEET)

Identify unit construction as the assembling of the sections of the garment that make a unit and completing all stitching and pressing before the unit is joined to another. Demonstrate arranging pieces of garment in units of work, pointing out that the number of units in a garment and the number of pieces in a unit depend on the style of the garment. (A dress will have four major units—bodice back, bodice front, skirt back, and skirt front. When a dress has facings or sleeves, these will be units to be completed before attaching to the dress).

Discuss how Unit Construction contributes to an organized way of working; a means of completing tasks in sequence; a feeling of order and accomplishment; and less handling of the fabric, thus preventing stretching, wrinkling and soiling. Discuss how the pattern guide may be used in relation to unit construction. Recognize the information contained on the sheet as a resource for the beginning student in clothing construction.

STITCHING FOR A "PROFESSIONAL LOOK"

Consider the relationship of the construction processes used and the appearance of the finished product pointing out that many of the construction processes contribute to whether the garment will have a "professional" or a "fireside" look. Recognize that directional stitching, stay-stitching, understitching, and clean finishing are some of the processes which contribute to giving a garment a professional look.

DIRECTIONAL STITCHING

Show how stitching in the direction of the grain (directional stitching) holds the threads in grain position, preserves the shape and helps prevent stretching. View charts showing the

direction for directional stitching, pointing out that directional stitching is done in the direction in which the threads lie in their natural position. Demonstrate how to determine the way the threads lie. Determine the direction for directional stitching when constructing the garment.

STAY-STITCHING

Discuss "stay-stitching" as another means of helping to insure fit and desired garment hang since it prevents off-grain edges from stretching or garment pieces from being pulled out of shape. Identify stay-stitching as a line of regulation machine stitching with matching thread, through a single thickness of fabric which is placed just outside the seamline, unless width is stated on the pattern. Point out how the direction for stay-stitching is determined by the grain of the fabric and stay-stitching is done in the direction of the grain on curved and bias-cut edges, such as: the neck, shoulders, sleeve edges, etc.

UNDER-STITCHING

Identify understitching as stitching down the seam allowance to keep the seam turned toward the inside. Point out that understitching is used on necklines, cuffs, collars and facings. Demonstrate how to understitch. Look at garments where collars, cuffs, and necklines have been understitched. Compare with some which have not been understitched.

CLEAN FINISHING

Identify clean finishing as a method for finishing a raw edge on a facing to prevent fraying and raveling by turning under the raw edge and machine stitching close to the turned edge. Demonstrate how to clean finish edges. Look at garments where facing edges have been clean finished.

LOCK STITCHING AND BASTE STITCHING

Recognize that some construction processes, such as lock stitching and baste stitching, enable one to save time during the construction of a garment. Recognize that lock stitching threads at the beginning and end of permanent stitching eliminates the time and nuisance of tying threads and the time and motion in using a reverse stitch. Point out that baste stitching is basting on the machine using the longest stitch and contrasting thread which is always removed from the finished garment. Demonstrate how to lock stitch threads and to machine baste.

PRESSING

Consider how pressing at every step of sewing contributes to a finished garment which looks professionally made. Recognize that too little pressing or too much pressing can destroy the results of careful cutting, stitching and fitting.

Identify the different kinds of pressing including *under pressing* (the pressing of each construction detail on the wrong side before crossing that pressed seam with another); *directional pressing* (pressing with the grain of the fabric); *blocking* (a type of under pressing that shapes curved areas to fit the rounded parts of the body); and *final pressing* (the last step in finishing the garment and is done on the right side of the garment using a pressing cloth on almost all fabrics to prevent a shine). Demonstrate the various kinds of pressing at appropriate stages during the construction of the garment.

Generalizations

Unit construction contributes to an organized way of working; a means of completing tasks in sequence; a feeling of order and accomplishment; and less handling of the fabric, thus preventing stretching, wrinkling and soiling.

The position of fabric grain in a garment influences fall and pliability of the fabric on the figure; fabric grain may be held in position or distorted by stitching, pressing or handling during the construction.

Through directional stitching and pressing; and through stay-stitching, the grain threads of the fabric may be held in position in order to preserve shape and help prevent stretching.

SEAMS

Recognize seams as the structural lines of a garment and the construction processes which are used to join together various pieces of fabric to give the style garment desired. Identify the several kinds of seams including plain seam, lapped seam, French seam, flat felled seam, and enclosed seam. Examine samples of the various kinds of seams. Determine the use of each pointing out that the kind of seam to be used is determined by the kind and style of garment. Determine the kind of seams to be used on the garment being constructed.

SEAM FINISHES

Recognize that seams may be finished to prevent raveling and to improve the wearing quality of the garment. Identify different ways of finishing seams including pinking, machine stitching, edge-stitching, stitching raw edges together, and over-casting. Examine samples of the various seam finishes. Recognize that the kind of seam finish needed is determined by the type fabric and the wear and care it will receive. Determine the kind of seam finish to use on the seams of the garment to be constructed.

DARTS, TUCKS, GATHERS

Recognize that darts, tucks, and gathers are construction details which serve the purpose of controlling fullness and giving shape to the garment. Show how darts are used to shape flat fabric to fit the curves of the figure. Recognize that darts are sometimes wide at one end and pointed at the other; sometimes wide in the middle and pointed at both ends; and sometimes end in a pleat effect rather than a point and are called dart tucks. Examine samples of the various kinds of darts. Observe the various kinds of darts in garments worn by pupils and determine the purpose served by each. Point out that darts are usually stitched on the wrong side of the fabric; but for decorative purposes are occasionally made on the right side of the garment. Demonstrate how to make a dart. Determine the kind of dart to be made in garment constructed.

Discuss how gathers add fullness, pointing out that gathering may be done by machine or by hand. Recognize that only soft and light weight fabrics gather well. Demonstrate how to gather by hand and on the machine.

Generalizations

The adjustment of fabric to body contour may be accomplished through the manipulation of darts and seams and the incorporation of ease allowances.

NECKLINES

Discuss the ways in which necklines may contribute to the becomingness of a dress or detract from one's appearance. Recognize the conspicious position occupied by the neckline and how construction techniques used may "make or mar" the effect of the design. Recognize that since the neckline is shaped, it will be stretched unless handled with care when constructing the garment. Recognize that different necklines are suited to various kinds of fabric, for example a stand-away collar requires crisp or firm fabric while sheer fabrics are not suitable with facings and seam edges which show through.

FACINGS

Look at garments with facings pointing out that they may be used as a finish for necklines, sleeves, blouse fronts, hems, and jackets. Recognize that a facing is a finish, which is visible only on one side of a garment. Identify facings as bias and fitted. Show illustrations of both kinds. Discuss how fitted facings may be used on any shaped area and bias facings are used only occasionally when neck edges are to be top-stitched with several rows of stitching or treated in decorative ways. Show how fitted or shaped facings are cut the exact shape of the garment edge and on the same grain as the corresponding garment section. Recognize that patterns for fitted or shaped facings are usually included in commercial patterns, but may be cut to fit any desired shape. Point out that bias facings are made from bias strips cut on the diagonal of the fabric. Demonstrate both fitted and bias facings.

COLLARS

Recognize that there are as many varieties of collars as designers can think up. Look at pictures and garments worn by class members to determine some of the many varieties. Identify some of the various types of collars as the: Peter Pan collar, convertible collar, mandarin or Chinese collar, tie collar, shawl collar, etc. Point out that there are also detachable collars which are made so that a garment can be worn with or without a collar. Determine the type collar on the garment to be constructed. Demonstrate attaching the collar.

WAISTBAND

Point out that a regulation waistband is cut on the lengthwise grain of the fabric because fabric is stronger and stretches less in that direction; however, it may be cut on the crosswise grain of the fabric to save fabric or for decorative purposes. Discuss why an interfacing is used in a waistband unless the fabric is very firm and stretches little. Study the guide sheet to determine the suggested method for attaching a waistband. Demonstrate attaching the waistband.

JOINING WAIST AND SKIRT

Consider that blouses and skirts of dresses are joined together with either plain or lapped seams with the plain seam being easier to use. Discuss how plain seam tape may be used at the waistline of a dress to strengthen it and to keep it from stretching. Identify the use of seam tape as an on-grain waistline stay.

BELTS

Consider that belts may be made or bought for a dress depending on individual preferences. Study and demonstrate ways of constructing belts and covering buckles.

PLACKETS AND ZIPPER PLACKETS

Recognize that plackets are provided at close fitting points of garments to provide ease in dressing. Discuss how the advent of zippers has almost replaced other type plackets except in faced slashes for sleeves; a continuous bound placket in some gathered skirts; wrist openings and when a decorative design is formed by the placket. Examine the different kinds of plackets and zipper plackets. Identify characteristics desired in a placket, such as: easy to fasten quickly, strong, long enough for convenience in dressing, and fasten securely. Recognize the different kinds of zipper plackets. Discuss their use and the type zipper to be bought for each kind. Determine the type zipper placket needed in the garment to be constructed. Demonstrate inserting zippers.

FASTENINGS

Hooks and eyes
Snaps

Discuss ways of fastening non-zipper plackets, such as with buttons, snaps, hooks and eyes, or with a combination of these. Look at garments or illustrations using fastenings other than zippers. Recognize that buttons, snaps, and hooks and eyes have specific purposes. Consider that hooks and eyes give an invisible closing and are suitable where there is crosswise strain. Point out that they are easily flattened or misshapened during laundering or dry cleaning. Discuss how snaps hold overlapping edges flat and smooth, but will not stay fastened where there is much strain. Consider how a combination of two types of fastenings often gives a satisfactory closing, such as a snap correctly placed may keep a buttoned closing from gaping open. Demonstrate how to sew on hooks and eyes and snaps.

BUTTONS

Discuss the selection of buttons in relation to type of fabric; style of garment; proportion of the figure; comfort and ease in fastening. Discuss how commercial patterns sometimes indicate the placement of buttons, but more often show only the placement of buttonholes. Discuss how the placement of buttons is determined.

BUTTONHOLES

Recognize that buttonholes are marked and made before buttons are sewed on. Consider that the most common types of buttonholes are worked and bound. Examine samples of each kind. Recognize that those which are finished with thread are called "worked" buttonholes and may be made by hand or on the machine, while those made with cloth are known as "bound" buttonholes. Recognize that either kind of buttonhole wears well if correctly made with the choice depending on the style of the garment; the kind of fabric; proportion of the figure; decorative effect desired; and skill of the person making it. Consider the uses of

each type of buttonhole. Recognize that the position for buttonholes is usually marked on commercial patterns. Look at a pattern piece showing the marking for a buttonhole. Point out that buttonholes usually run at right angles to the edge of the closing which is in line with any pull or strain that the buttonhole would receive. Discuss why this is true with snug-fitting garments; otherwise, the strain would cause the buttonhole to spread open and come unbuttoned. Recall experiences with buttonholes spreading on garments when they were made parallel with the opening. Consider that they may be made parallel on some garments, such as shirts and other loose-fitting garments.

Note the distance from the buttonhole to the edge of the closing, pointing out that this distance should be great enough to keep the button from extending over the edge of the closing when it is buttoned. Discuss how this distance is determined. Consider that sometimes respacing of buttonhole positions is necessary. Discuss how this is done. Demonstrate how to make buttonholes by machine and by hand. Practice making each kind.

HEMS

Discuss the steps involved in hemming a dress or skirt including deciding on the skirt length, marking the hemline, folding and pressing the hemline, deciding how to finish the raw edge, marking and trimming the hem width, controlling the fullness and finishing the hem. Demonstrate each step. Discuss how the width of a hem and the finish for the raw edge of the hem are influenced by the kind of garment, the type and weight of fabric, and the care it will receive.

TRIMMING DETAILS

Consider how each garment made can be an exciting challenge to the individual since it is something which he has created. Discuss how sewing not only gives one an opportunity to acquire skill in construction processes but also gives the individual an opportunity to express his personality. Consider how "imagination" enables a person to visualize the finished product and "carefulness" helps one to overcome many of the problems encountered. Recognize that "cleverness" and "creativity" may be expressed through adding an individual finish or trim to make the garment distinctive.

Discuss how one may not be a slave to a pattern, but may add personal touches. Discuss how individuality may be expressed through trimming details in keeping with the fabric and the style of the garment.

Generalizations

The engineering in the basic construction of a garment is a contributing factor to its appearance, comfort and performance.

Quality and durability of garment construction depends upon precision in details of workmanship.

CONTENT	and	LEARNING EXPERIENCES

RELATIONSHIP OF BODY CARRIAGE TO APPEARANCE OF GARMENTS

Analyze the statement, "You do something for that dress." Consider how the appearance of a dress is influenced by the person wearing it. Discuss how the garment may be changed by the way one wears it. Demonstrate the effect of posture and carriage on dress, mimicking common practices of "poor" posture and carriage. Contrast the feelings of persons about "self" as revealed in "poor" and "good" posture and carriage. Contrast the impression one gives to others in both cases.

Study posture and carriage and analyze the attributes of "good" posture and the techniques of graceful body carriage. Demonstrate and practice posture bringing out the attributes of posture, such as: head up, chin in; abdomen flat; shoulders back and down; hips tucked in; knees relaxed; weight on balls of feet. Demonstrate and practice correct body carriage in relation to: standing, sitting, walking, climbing, bending, lifting, pushing, pulling, getting in and out of a car, rising from a chair, etc. Evaluate own posture and carriage and make needed improvements.

SPECIAL MODELING TECHNIQUES

Study special modeling techniques, such as: how to turn; how to take off a jacket and coat; how to spotlight fashion details; how to carry accessories. Demonstrate techniques and practice them. Apply techniques during fashion shows. Consider how these techniques may be applied in everyday situations.

Model garments to observe fit and becomingness. Evaluate the completed garment by the standards set up before construction processes were begun. Determine what has been learned in the making of the garment and what additional processes will have to be learned in order to be able to make clothing for oneself.

Generalizations

The appearance of a garment is affected by the posture and carriage of the wearer.

ALTERATION OF GARMENTS

Recognize that when one learns to construct a garment he is also learning how to alter one. Consider that the same principles used in "building a dress" may be applied when "remodeling" or altering one. Discuss situations when alteration of garments might be a consideration, such as: adjusting garments to fit a changing figure; changing styles (skirt lengths, sleeve styles); adjusting "hand-me-downs" or "sale" dresses; buying ready-made garments which do not fit to one's satisfaction; etc. Recognize how "some sewing" may be often needed on garments because fastenings become loose, seams rip, and zippers "won't work."

RECOGNITION OF KINDS OF ALTERATIONS TO ATTEMPT

Arrange a display of garments which have been made wearable by altering them. Consider some of the alterations which can be made in

order to make a garment wearable, such as: changing waist lengths; altering the waist and hip sizes; changing the size of a shirt band; changing the size or position of darts; and changing hems.

Recognize that all garments do not lend themselves to alteration, for example: seams that are not large enough or the stitching will show where it is let out; a hem that is too skimpy to lengthen or the crease cannot be pressed out; etc. Recognize that some alterations require much time and skill and may be impractical. Point out that those involving the neckline, shoulder seam and armhole or those which destroy the proportions of the garment may present problems.

For actual alteration of garments see "Remodeling Garments" (Advanced Clothing Construction), page 120.

TEACHER'S NOTES

CLOTHING AND TEXTILES

Advanced Home Economics

CONCEPT: SOCIAL AND PSYCHOLOGICAL ASPECTS OF CLOTHING (SIGNIFICANCE OF CLOTHING).

OBJECTIVES: To help pupils to:

I. Recognize that clothing behavior is learned.

II. Recognize the relationship of clothing to group identification and group behavior.

III. Understand how clothing may be used to satisfy basic needs when needs are not met in other ways.

CONTENT	and	LEARNING EXPERIENCES

ENVOLVEMENT OF CLOTHING BEHAVIOR

Recognize that clothing behavior is learned.

Discuss the influence people have on a person's dress through their remarks concerning one's dress. Consider the possible reactions of individuals when they are excessively criticized about their dress, such as: they may become overly concerned about clothes; may lose interest in clothes; may lose confidence or have other emotional reactions. Recall experiences when own dress was criticized. Recall own reaction to criticism and ways it influenced dress.

Point out that when a person's clothing behavior produces rewards, clothing then becomes more important in the life of the individual. Recall experiences when own dress has brought rewarding comments, such as: "That dress is becoming"; "You should wear that color more often"; "You really know how to dress"; etc. Consider own reactions and ways the comments influenced own dress.

Discuss how one learns by social approval what clothing patterns are accepted and which ones are rejected. Discuss clothing patterns which are questioned or frowned upon by many, such as the topless bathing suit. Conclude that the response a person receives concerning clothing influences his dress and thus motivates change in clothing behavior.

Generalizations

Clothing behavior is learned.

Individuals learn by social sanction what clothing patterns are accepted in the culture.

When individuals are excessively criticized about their dress, they may become overly concerned about clothes, lose interest in clothes, lose confidence or have other emotional reactions.

When clothing behavior produces rewards, clothing becomes more important in the life of the individual.

CONTENT	and	LEARNING EXPERIENCES

RELATIONSHIP OF CLOTHING TO GROUP IDENTIFICATION AND GROUP BEHAVIOR

Recall how clothes are used to convey one's self-image in an effort to create the desired impression (Basic Home Economics). Consider how clothes may also serve as a link to the desired group. Recognize that "to belong" to some group is a basic need of individuals. Discuss how clothing may be one means of acquiring this group identification. Recall how persons who dress differently from others may be considered odd, peculiar or misfits. Consider how their dress may be one barrier to group acceptance. Recognize why some people may not participate in activities because they do not have the specified apparel. Recall instances when pressure for group acceptance may lead to exaggerated fads in dress in an effort to belong. Consider how this "pressure" may be carried through to adults as in the case of a person making sure his apparel is appropriate for special occasions.

Recognize that clothing serves to achieve group acceptance through identification and is also a means of achieving group belongingness. Discuss how clothing is used to indicate one's responsibilities and obligations to a group, thus indicating group belonginess. Identify how uniforms are often used to indicate belongingness in relation to: FHA State Officers; baseball and football players; State Troopers; service personnel; etc.

CLOTHING—A MEANS OF ROLE IDENTIFICATION

Discuss how the recognition of occupational uniforms of policemen, nurses, clerical, etc., influence a child's first meaning of role. Discuss how role is "what one does" and one's expected role is what others expect him to do. Recognize that this general meaning of role includes not only occupational role but behavior in relation to any aspect of one's living, such as: parental role; baby role; teen-age role or the role of "good boy," "pretty girl," "belle of the ball;" etc.

Recognize that roles are the guideposts to special functions which an individual is expected to perform and when a particular role is established, role performance is implied and role behavior is expected. Realize that role playing begins early in life and is a means of getting to know oneself and to develop a self-concept. Consider the implication of I Corinthians 13:11 "When I was a child, I spake as a child, I understood as a child, I thought as a child; but when I became a man, I put away childish things."

Discuss how clothes help to identify one's role. Consider how changes in children's clothes reveal their stages of growth. Recognize how clothing is a means of identifying adult role in contrast to child's role or teen-age role. Discuss cases where "grown-up" women hold a self-image of themselves as "young" teen-agers and dress accordingly.

Recognize that society helps determine certain roles and has expectations for dress in relation to them, such as men, women, boys, girls, babies, etc.

Discuss how one's selections of clothing are influenced by what he believes society expects of him (based on his experiences and observations); what he perceives his self-image to be; and what his immediate goal is. Use examples, such as: the dress a teen-age girl might select for the Senior Prom when her immediate goal is to be the "belle of the ball" and her self-image is "being the prettiest girl in town" and the expectations of the community (as she perceives them) is that she will "outshine" the others.

CONTENT	and	LEARNING EXPERIENCES

ROLE CHANGE REFLECTED IN CLOTHING

Discuss how a person's role changes not only in relation to growth but may change several times within a day and shifts from day to day. Show the possible shift of roles during the day and the relationship of clothing to them, using examples, such as: the man who goes to work wearing a white shirt, coat and tie; he plays golf in the afternoon and changes to casual clothes; later in the afternoon he weeds the flowerbed and wears an old pair of pants and a sweat shirt. Identify the relationship of clothing to his changing roles from business man to sportsman to yardman.

Generalizations

Clothing is related to group identification and group behavior.

Clothing is a means of communicating role.

Clothing may help one to make adjustments when changing from one role to another and in attaining success in that role.

When one's perception of the clothing expectations for a particular role in a group are similar to those held by the group, one may be accepted more readily in that role.

Each person selects the type of attire he perceives will convey his particular role according to his own experiences and expectations.

RELATIONSHIP OF CLOTHING TO PERSONALITY AND BEHAVIOR

Recall how clothing may be used to express personality or may have an influence on one's personality (Basic Home Economics). Recall the grown-up feeling experienced as a child when wearing grown-up clothes in play. Contrast the way one feels and acts in an evening dress and in a play suit; high heels and slides; sport coat and evening wrap; etc. Determine other ways in which clothing influences behavior, such as how one feels when wearing an organdy evening dress with a bouffant skirt as contrasted to a sophisticated dress. Select persons who would likely feel at ease wearing the sophisticated dress and the bouffant style.

Analyze why particular types of clothing remind one of certain individuals, such as sport-type clothing for the athletic type person. Analyze own clothing to determine which is enjoyed most and why.

USE OF CLOTHING AS A MEANS OF COMPENSATION WHEN BASIC NEEDS ARE NOT MET IN DIRECT WAYS

Recall how clothing is used to satisfy basic needs and desires (Basic Home Economics).

Discuss ways clothing may be used as a means of satisfying basic needs when these needs are not met in other ways. Use examples, such as: emulating the dress of another person or group may serve as a means of identification and group acceptance; inappropriate dress may be a means of compensation for a feeling of inferiority or insecurity in relation to other needs and desires; preoccupation with dress may mean a lack of self-assurance; adopting inappropriate clothing may indicate regression (such as a mature woman continuing to wear youthful styles); clothing may be used in the

projection of unfulfilled needs, as in the case of a woman who pays more than her budget allows for a costume; people rationalize their clothing choice (such as the woman who needs a fur coat because a cloth one "won't keep her warm"); and excessive self-love may be manifested through clothing.

Generalizations

Clothing may be used as a means of satisfying basic needs when needs are not met in other ways.

Clothing may be a manifestation of psychological mechanisms, such as: identification, compensation, regression, projection, rationalization, etc. (These may be exhibited through pre-occupation or lack of interest in dress, conspicuous consumption, inappropriate attire, etc.)

CONCEPT: DEVELOPMENT OF TASTE IN CLOTHING (SIGNIFICANCE OF CLOTHING—CLOTHING AS A MEDIUM FOR ARTISTIC PERCEPTION, EXPRESSION AND EXPERIENCE)

OBJECTIVES: To help pupils to:

I. Recognize the significance of one's attitude in achieving growth in taste and personal style.

II. Appreciate style and current fashion trends.

DEVELOPMENT OF TASTE IN CLOTHING

List some common comments arising when looking at fashion magazines, such as: "I like that"; "I don't like that"; or "I'd like to have that"; etc. Contrast them with questions, such as: "Is that a good design?"; "For what occasion would that costume be appropriate?"; "What type person would look well in that dress?"; etc.

Discuss how responses to the clothing of other people or clothing on display as well as the selection of own clothing reveals one's knowledge of and taste in relation to clothing design.

Recognize that in art and dress "taste" refers to an individual's (or a society's) particular set of values in judging one's surroundings. Point out that no one is born with "good" taste. Discuss how taste is acquired through association and familiarity and how it is related to pleasant and unpleasant experiences.

Discuss how one's taste may grow out of the habits and customs of the community since what one likes may be related to what one is accustomed to seeing. Discuss how tastes of a culture or era may suggest the values of the people. Recognize why styles of dress acceptable today would have been considered "poor taste" fifty years ago.

Recognize that taste is a personal matter. Discuss how it is tied up with parental choices, loyalties to the past, childhood preferences and emotional experiences. Use examples, such as: blue may be one's favorite color because one or more people have said it was a becoming color; a full-skirted dress may become a favored style because of an occasion which was very special when such a style was worn; a dislike for a particular color or style may be related to an unpleasant experience; etc. Discuss how such experiences may unconsciously build up preferences or dislikes.

FASTORS AFFECTING "TASTE"

Education (including formal and environmental)
Perceptual ability
Moral pattern

Discuss the meaning of "cultivated taste." Recognize how one's taste may be changed through education, observation and through the influence of the culture. Discuss how increased knowledge of and experience with the principles of design may change one's values and in turn change their taste. Consider how the development of "an eye for color and design" may increase one's sensitivity to detail as well as to the overall effect of clothing. Discuss how a changed environment may change one's concept of what is beautiful, acceptable or "tacky." Recognize how the moral pattern or customs of a group influence one's values and hence one's taste.

Discuss why an individual may become defensive about his taste, hesitate to change and be reluctant to accept new ideas. Consider some of the pitfalls involved if taste becomes too set as when an individual says "Large people always look best in black," or "I never like orange and pink together." Recognize that taste does not have to become static, but may change constantly in keeping with new experiences and as a result of further development of one's concept of design.

Consider how one who is unsure of his taste may leave himself wide open for propaganda and high pressured salespersons because he is unable to distinguish between that which is beautiful, well designed, becoming and appropriate and that which is common, ugly and inappropriate.

Recognize how one may cultivate "good taste" in clothing through keeping an open mind; a willingness to observe, analyze and understand what is observed; learning and applying principles of art; taking advantages of opportunities to see, experience and experiment with the new and different in relation to clothing based on knowledge; development of judgment in relation to basic values; etc. Conclude that "good taste" in the field of clothing is the application of the principles of design to the problems in life where appearance as well as utility is a consideration.

TASTE IN RELATION TO FASHION

Consider the meaning of the statement "Taste bridges the gap between art and fashion." Recognize how taste may enable one to judge fashions in relation to both the aesthetic and useful functions they may serve in the individual's wardrobe.

Invite a resource person from a dress shop or department store to comment on and show the fashions of the current season. Display current magazines, pattern catalogs, and refer-

ences on fashions. Study references and visit department stores to determine the current fashions and to observe the colors, designs, fabrics and construction details of current fashions. Recognize what principles of line, design and color are being stressed for the season. Determine the trends in silhouettes for the current season.

Study new silhouettes and individual features of current fashions and determine the becoming and unbecoming features of the new styles in relation to own physical features. Discuss ways of altering current fashions to make them becoming in relation to one's taste.

Generalizations

Clothing reflects the varied and changing tastes of any era, culture or society.

Clothing and appearance are weighted differently in the unique value patterns of an individual.

"Taste" in art and dress refers to sets of values used by an individual or a society in making critical judgments or fine discriminations.

"Taste" is affected by education (including informal and environmental); by one's perceptual abilities; and by the moral pattern of the era.

CONCEPT: WARDROBE PLANNING AND BUYMANSHIP (ACQUISITION AND USE OF CLOTHING AND TEXTILES).

OBJECTIVES:

I. Understand and apply the principles of wardrobe planning.

II. Understand shopping techniques and ethics.

III. Be able to select ready-made clothing and accessories in keeping with individual needs and the family income.

CONTENT and LEARNING EXPERIENCES

MEANING OF WARDROBE

Identify the meaning of wardrobe as "that collection of clothing which a person wears during any given season of the year."

REASONS FOR WARDROBE PLANNING

Analyze the statement, "I don't have anything to wear." Discuss instances in which individuals have found that they did not have appropriate clothing for an occasion because their clothing was not suited to the occasion, or not wearable for various reasons.

CONTENT	and	LEARNING EXPERIENCES

Determine reasons why individuals may not have appropriate clothing, such as: spent too much for some articles, leaving too little for other needed clothing; bought clothing unbecoming or of poor quality which did not last; bought clothing spasmodically, piecemeal, or without planning, which did not fit in the wardrobe thus leaving "white elephants" in the closet; failed to check wardrobe and plan ahead for needs; did not take advantage of unused clothing; failed to keep clothing in wearable condition; etc.

Illustrate through the use of a flannel board the significance of wardrobe planning by showing a wardrobe consisting of garments bought spasmodically, mismatched, not appropriate for the occasion, etc., and contrast it with a wardrobe planned in keeping with needs, having a basic color scheme so garments could be mixed and matched, appropriate for the occasion, etc. Conclude that a wardrobe which results from an overall plan is more likely to be complete and attractive than one which is assembled piecemeal. Identify the expense and dissatisfactions that may result from lack of planning.

FACTORS INFLUENCING WARDROBE REQUIREMENTS

Identify the factors which influence wardrobe requirements.

Climate
Community
Family Circle
Activities
School
Social Events
Sports
House Apparel
Lounging Clothes
Travel

Determine the effect of climate and season of the year on wardrobe needs. Discuss how during the summer, many teen-agers who are interested in swimming, skiing, camping, etc., have wardrobe requirements consisting primarily of shorts and other sport clothes, whereas during the winter their wardrobe needs change to a need for school clothing. Analyze the difference in own wardrobe requirements according to climate and the season of the year.

Consider some of the variations in activities resulting from family interests. Discuss how these interests may influence wardrobe needs, for example; how a family having an interest in horseback riding would require one type clothing while a family enjoying fishing and camping out would need different type garments. Consider possible differences in wardrobe needs of a high school girl living in a rural area, a small town and a large city.

List the activities in which pupils engage. Using this list, determine the type clothing needed for these activities. Secure pictures illustrating clothing appropriate for each occasion or arrange a class fashion show in which different individuals will wear appropriate clothing for each type activity.

CHARACTERISTICS OF A WELL-PLANNED WARDROBE

Determine characteristics of a well-planned wardrobe, such as: provides sufficient garments for day by day needs with some variety; contains not only essential garments, but also accessories to make complete outfits; has a basic color scheme so that garments can be worn in many combinations; contains garments which are attractive, becoming, comfortable and appropriate.

Arrange a bulletin board on the "ABC's of a Well-Dressed Person" which will describe the dress of a person having a well-planned wardrobe using the following:

"A"—Attractively Dressed (attention getter)
"B"—Becomingly Dressed (becoming to the individual)
"C"—Correctly Dressed (for the occasion)
"D"—Distinctively Dressed (with distinction or individuality)
"E"—Economically Dressed (in keeping with financial resources)

PLANNING AND MAINTAINING A WARDROBE

Discuss how to plan and maintain a wardrobe, including: knowing how much money can and should be spent for clothing; recognizing becoming clothing; knowing merits of present wardrobe; planning carefully the additions to the wardrobe considering clothing on hand, clothing needs and economic factors; making some of the clothing needed; planning clothing appropriate for the activities in which one takes part; buying as good quality as can be afforded; taking care of clothing; putting unused garments into active service; etc.

Determine the difference in clothing needs and wants. Discuss the saneness in having only enough clothing to meet needs in view of the initial cost of clothing; cost of upkeep; frequent fashion changes; possible changes in an individual's height and weight; needs of other family members; etc.

"ACCESSORIZING"—A PART OF WARDROBE PLANNING

Look at different costumes and observe the "extras" (things that are not a part of the garment). Identify these as accessories. Identify accessories, such as: hats, purses, gloves, shoes, jewelry, neckwear, belts, flowers, handkerchiefs, fragrances, etc. Look at pictures of costumes and mentally erase the accessories and observe the difference. Discuss how "these little things mean a lot" in completing the design of the costume, creating a tied-together look, enhancing the costume and in serving useful purposes. Discuss how accessories may contribute unity through variety when planned as an integral part of the overall design of the costume. Recognize the variety in form of shoes, hats, bags, gloves, beads, etc. Consider how these various items may be combined to achieve a unified look in the costume, using the variety to create and maintain eye appeal and interest.

Discuss how accessories may be mixed and matched to create varied effects. Recognize how accessories may serve to help mix and match other items in the wardrobe to make the total wardrobe more flexible.

Experiment with different design effects with various accessories mixed and matched with different costumes. Recognize how accessories provide the wearer opportunities for creativity in designing.

"ACCESSORIZING" IN RELATION TO WEARER

Consider how accessories may be personal "as a signature" when they are selected in relation to the person wearing them. Consider the look of possession of a pin or necklace that seems "right" for a particular person. Look at

pictures of outfits in which the accessories do not appear appropriate for the wearer, such as: the size out of scale for the individual; the color not appropriate; emphasize undesirable features; etc. Contrast with illustrations showing accessories in keeping with the features and personal characteristics. Experiment to determine how accessories can enhance the figure.

"ACCESSORIZING" IN RELATION TO OCCASION

Discuss how the occasion influences the choice of accessories. Look at costumes for different occasions and evaluate the accessories in relation to their appropriateness for the occasion, such as: street, tea, beach, school, wedding, church, cook-outs, movies, etc.

Collect pictures of costumes with appropriate accessories which might be worn by teen-agers on various occasions.

"ACCESSORIZING" IN RELATION TO USE

Consider how accessories may serve to provide both beauty and usefulness, such as: belts, purses, shoes, scarves, etc. Examine purses and belts and evaluate them in relation to the expected use. Discuss the size desired in an evening bag in comparison to a school bag considering the number of items to be carried in it. Compare the expectations of wear in choosing accessories to serve different purposes, such as: school shoes, dress shoes, evening shoes, etc.

"ACCESSORIZING" IN RELATION TO COST

Discuss why "how much to pay" for accessories is related to many factors, such as: purpose to be served; expected wear; flexibility of use; whether it is a fashion or fad; garment it will be used with; quality in relation to price; amount available in clothing budget for accessories considering other needs; etc.

WARDROBE COST

Discuss the statement, "She hung a mental price tag to every item of the costume." Consider how total cost of a costume is a sum of its parts and how total cost of family clothing is a sum of the clothing costs of all family members.

Estimate the cost of clothing the individual is wearing. Estimate the cost of own wardrobe. Estimate approximately how much money is needed each season to keep own wardrobe supplied. Discuss clothing needs of other family members in relation to providing an adequate wardrobe for each. Discuss clothing needs for the family as related to needs for food, upkeep of home, laundering, insurance, education, medical expense, etc. Determine what might be a fair share of the family's clothing budget in keeping with the factors discussed. Discuss the factors influencing the amount of the clothing dollar allotted to each family member including: size of family; ages of family members; occupation of family members; activities of family members; etc. Use illustrations, such as: the amount of money to be allotted to the father in the family who is a businessman and dresses in suits compared with the father who is a farmer.

Consider how the human and non-human resources of the family may influence clothing cost,

such as: ability to make, alter or renovate garments; ability to plan and buy wisely; care and repair given to clothing; number of "hand-me-downs" on hand; shopping facilities available; etc. Discuss how the ability to sew well, buy wisely and take care of clothes may enable an individual to be well-dressed on an economical budget.

Discuss the relationship of own clothing expenditures to the clothing needs of all the family members; present personal and family needs other than clothing; and the goals of the family for the future. Study research findings on how families spend the clothing dollar and what part of the total budget is spent on clothing.

PROCESSES IN WARDROBE PLANNING

Set up requirements
Take an inventory
Make a wardrobe plan

Recognize that the process of wardrobe planning involves steps to be taken in sequence including deciding what is required, taking an inventory and making a plan.

Set up requirements for own wardrobe, considering climate, community, family interests and activities. List garments needed specifying the garment, the number needed, a description of the garment and the occasion for which it is needed.

Look at some examples of forms for taking inventory of clothing. Decide on form appropriate for own use. Take an inventory of own clothing, including information, such as: garments on hand; description of garment; condition of garment; and occasion for which garment is worn, such as: school, dress-up, sports; etc.

Evaluate garments on hand, recognizing which ones are wearable and which ones are not. Determine reasons why some garments are not wearable. Develop a plan for making repairs or adjustments to make garments wearable, such as: changing hems; making minor repairs; adding decorative touches; etc.

List additional garments needed, including a description of the garment, the purpose for which it is needed and an estimate of the cost. Collect pictures of garments needed to fill in gaps. Determine color of each garment needed in keeping with personal coloring and clothes included in present wardrobe. Discuss how having a basic color scheme allows garments to be mixed and matched and items in the wardrobe seem to "belong." Stress how making an inventory regularly may help identify needed additions and create an awareness of clothing on hand.

Plan for acquiring clothing needed in keeping with individual share of clothing budget. Considering the resources of time, money, skill in sewing and the possible goal of improving sewing skills, list which of the additional garments may be bought ready-made and which ones may be made at home or school.

DECIDING WHEN A GARMENT MAY BE MADE AT HOME AND WHEN IT MAY BE BOUGHT READY-MADE

Discuss how "thinking through" one's goals, values and resources may help in deciding when to make and when to buy garments. Identify goals and values which may influence one's decisions, such as: creativity, satisfaction and enjoyment involved in constructing a

garment; individuality of style desired; quality desired in garment in relation to cost and budget; demands on available time; etc.

Identify resources which may influence one's decisions, such as: ability and experience to construct a garment; available sewing equipment and space; time available; fabric available; fitting problem which makes it difficult to find ready-made garments or alterations which would have to be made are impossible or impractical; figure in relation to ready-made size; comparative cost of ready-made garment and one made at home; etc.

Generalizations

Wardrobe is used to identify the collection of clothing which a person wears during any given season of the year.

A wardrobe which results from an overall plan is more likely to be complete and attractive than one which is assembled piecemeal.

Wardrobe requirements vary according to: the activities of the individual; the community; and the climate.

Planning a wardrobe involves organizing resources to supply clothing needs.

The amount of the family clothing dollar alloted to each family member is affected by the size of the family and the age, occupations and activities of the family members.

The availability and use of resources for achieving clothing goals are related to the allocation of resources to other individual and family goals.

Accessories may serve aesthetic or useful purposes or a combination of both.

BUYMANSHIP IN RELATION TO CLOTHING

Consider the vast numbers of garments from which to choose in buying clothing and the variations in style, color and price. Recognize how quickly one's clothing choices may total a large amount of money compared with one's other needs for money. Consider how learning how to buy may help to get "value received in relation to cost."

RATIONAL DECISION-MAKING IN BUYING CLOTHING

Discuss shopping experiences of individuals in relation to satisfactions with purchases and disappointments. Analyze reasons for decisions which led to each. Discuss how a "thinking through" process "before" shopping and "while" shopping may contribute to rational decisions. Recognize that rational decision-making in buying clothes involves planning what is to be bought in relation to goals (based on needs and values); recognition of one's resources of time, money, energy, abilities and shopping facilities; obtaining knowledge that applies to the purchase; weighing all alternatives; deciding on the purchase which will most nearly achieve one's goals.

Analyze why "thinking through" a plan for shopping contributes to the buying of clothing to use time, money and energy to achieve the most satisfaction with the purchase.

BUYMANSHIP TECHNIQUES

Recognize that a plan for shopping based on what is needed and wanted and in keeping with resources available is one of the first steps in developing better buymanship techniques. Discuss shopping techniques of class members. Recall shopping techniques of parents of class members. Point out some of the facts discovered through studies of shopping habits of women, such as: some don't like to shop and want to get it over with quickly and conveniently; tend to buy in the first store they go in; tend to shop in the store with the widest selection; have very little systematic information about the purchases to be made; do very little comparative shopping; etc.

Compare own shopping techniques to these discussed. Develop a list of shopping techniques, including such points as: acquire as much information as possible about article needed before going shopping to give background for asking intelligent questions of salespersons; choose the "right" quality for the intended purpose and the "best" quality for the money; be able to judge quality; study labels; examine articles; recognize selling points used by salespersons; learn to recognize bargains; etc.

Discuss comparative shopping and studying store advertisements as a means of having some idea as to what is available in relation to what is wanted. Consider that learning to shop wisely may be developed through study and experience just as learning to judge quality may be developed through study and experience.

A PLAN FOR SHOPPING

Know one's needs
Know what one wants
Know how much one can spend

Determine the factors to be considered in a plan for shopping. Discuss how one's needs are determined by wardrobe requirements. Discuss how knowing what is available as well as knowing what one wants when shopping enables one to meet needs and save time. Recognize how knowing the amount one can spend and knowing what is a reasonable amount to pay for a specific item will enable one to secure purchases within a budget and not overspend for certain items. Recall experiences when one or more of the factors were not considered. Discuss the consequences.

Discuss the significance of considering the time of day or week when shopping. Recognize that many people have to shop during the noon hour and, therefore, this is a "rush hour." Recall how busy stores usually are on week-ends. Recognize that shopping, if possible, when stores are not so crowded enables one to have more time to make decisions; have more attention from a salesperson; and not be hurried or harrassed by a big group of people. Discuss how hurried decisions may result in unsatisfactory purchases and wasted time and money.

Recognize that when shopping, a large selection of merchandise is available just before and during the season in which the garments will be worn. Consider how buying early in the season not only gives a larger selection, but allows more time for study and "compara-

tive" shopping, thereby providing a better opportunity to meet needs in accordance with the amount of money available to spend.

Discuss the factors to consider when shopping at the end of the season and out-of-season, such as: styles of garments; condition of merchandise; selection available; price; etc.

Evaluate the statement, "Sales can mean savings." Determine the various type sales, such as: End-of-Season Clearance Sales; Inventory Sales; Surplus Sales; White Sales; Anniversary Sales; Stimulation Sales (such as August Fur Sales); etc. Identify some of the points to consider in weighing alternatives during sales to make sure the items purchased mean a "saving," such as: "Does the item meet a need, at the present or in the near future?"; "Is the merchandise in good condition and a good quality for the money?"; "Will the item fit into the wardrobe and not become a 'white elephant'?"; "Does the garment fit or can it be made to fit with minor alterations?"; "Will the garment remain in style?"; "Is the price reasonable and can it be paid for without upsetting the budget?"; etc.

Develop a list of factors to consider when shopping during a sale, such as: know what one is looking for (to avoid purchases which are not needed); get to sale early (the best items go first); inspect the items before purchasing (to be sure they are in good condition, becoming in color and style, etc.); be sure (most sales are final — no exchange or refund); etc. Analyze the statements, "A bargain is not a bargain unless it is really needed" and "A bargain is something you cannot use at a price you cannot resist." Recognize that a "true" bargain is an item that is less expensive today than it was yesterday; is something you have given thought to, will use, really have a desire for, can afford and would buy anyway.

HOW TO SHOP

What to wear

Courtesy when shopping

Discuss appropriate dress for a teen-ager to wear when shopping in various type stores or in different communities or shopping centers. Work in groups to report to the class on what to wear when planning to shop for specific items, such as: a dress; coat; bathing suit; strapless evening dress; party dress; shoes; etc.

"Role play" to illustrate shopping manners. Based on the role playing develop a list of shopping manners and practices, such as: be pleasant and patient with the clerk; avoid trying on garments you do not wish to buy; consider the rights of other customers; avoid long conversations with friends when the clerk is trying to serve you; know what you are going to buy and be able to give the clerk a complete description; do not abuse the approval system; assume responsibility in returning unsatisfactory merchandise; carry small purchases rather than having them sent; avoid shopping when tired or under stress; do not make a scene; make complaints in a low, quiet voice, stating the case briefly; etc.

Recognize that the consumer has a responsibility for returning merchandise which is unsatisfactory. Take account of the fact that this is the way of communicating with merchants in order for them to secure items which are satisfactory in performance. Recognize that each item sold encourages the manufacturer to produce it and returning unsatisfactory products helps to insure the availability of good merchandise for the money.

Consider situations involving circumstances which might necessitate returning a purchase. Discuss the appropriate procedure to use. Consider circumstances under which a person should not return a purchase, such as: changing one's mind about wanting the item purchased; damaging merchandise by not following recommended procedure for its use and care; damaging the merchandise in other ways; taking an item on approval, wearing or using it for a special occasion and then returning it; etc. Recognize that returning merchandise means expense to the store and, therefore, expense to the customer because the overall expense of a store is included in the price of the article and when a store's expense is increased the price of the merchandise is increased. Determine when a complaint is justified and how it may be made.

Generalizations

Rational decision-making in relation to clothing purchases helps one achieve goals in keeping with resources.

The consumer can improve production and distribution of textiles and clothing by communicating needs, wants, satisfactions or dissatisfactions to the manufacturer and retailer.

The consumer's purchase of any item of clothing denotes to the manufacturer or retailer consumer approval of the item.

Return of items that are unsatisfactory to the consumer is one way of communicating with manufacturers and retailers.

FACTORS TO CONSIDER WHEN BUYING CLOTHING

Consider that when purchasing ready-made garments there are general characteristics or standards which apply to all garments and specific characteristics or standards to consider in the selection of particular garments. Ask a department store representative to discuss points on buying clothes. List all factors which may be considered when selecting ready-to-wear clothing, such as: design; color; fiber; weave; quality; finish; cost; workmanship; wearability; suitability; availability; style; comfort; season; etc.

COLOR AND STYLE

Recognize how "eye appeal" of ready-made garments is achieved through color and style. Discuss how these two characteristics of clothing tend to catch the eye of the shopper in window displays and on racks. Discuss how an analysis of color and style helps one make a rational decision in buying clothing.

Discuss the factors to consider in relation to the style of a garment, such as: "Is the style becoming?"; "Will it fit into present wardrobe?"; "Will it remain in style or is it a fad?"; etc.

Discuss color factors in selecting garments, such as: "Will the color fit into the color plan of the wardrobe or will other items have to be purchased to go with it?"; "Is the color becoming?; "Is it a color which one can live with (if the garment is to be worn over a period

of years, such as a coat)?"; "Is it a 'one-season' color?"; etc.

SIGNS OF QUALITY IN OUTER GARMENTS BOUGHT READY-MADE

Discuss how the recognition of "ear-marks" of quality in garments may help one to make rational decisions in buying clothing. Identify the "twins" to look for in quality—"quality fabric" and "quality construction." Discuss how the ability to sew is helpful in judging the quality of construction. Study to determine signs which indicate quality both in fabric and construction, such as:

- The fabric is firmly woven and durable. (Loosely woven fabrics or novelty weaves may tend to fray or ravel unless securely finished but provide openness and sheerness when this characteristic is desired.)
- Rib knit used at necklines and wrists is closely knit to retain shape and elasticity.
- Color is "fast" to conditions under which it will be used.
- Garments are cut with the grain of the fabric or "true" bias.
- The design on patterned fabrics is matched.
- Garments are cut full (not skimpy) without piecing and flaws.
- Stitches are neat, secure and uniform in length and are tied or backstitched.
- Seams are large enough to allow for adjustment and resist pulling at points of strain; lie flat; even in width and finished to prevent raveling when the fabric frays easily; reinforced with tape to prevent stretching on bias joinings; pressed open before they are crossed with another seam; reinforced at waistline; etc.
- The hem is even in width; is wide enough for the fabric and style of garment; and any fullness is evenly distributed.
- Openings and fastenings are constructed to serve the purposes for which they are designed.
- Fastenings are securely fastened and will work (hooks, eyes and snaps are sewed on correctly and zippers will zip).
- Construction related to fastenings is correctly done (fabric is reinforced where fastenings are placed to prevent tearing; coat buttons have a sufficient shank to prevent wrinkling and reduce strain on fabric where it is placed; buttonholes are appropriate length, fit easily over button and are properly spaced; buttonholes are cut with the grain of the fabric and are well-made).
- Pockets are sized and placed according to their use and the design of the garment; flat, smooth and well matched when visible on the outside; and reinforced for strength and durability.
- Cuffs fit smoothly without puckering and are fastened to prevent hanging or falling down.
- Collars are shaped as designed (perfectly rounded or squared); have seams trimmed to prevent bulkiness at edges and corners; have lapels that lie flat, fit smoothly and do not turn up at edges.

- Set-in sleeves hang straight from the shoulder without wrinkles at shoulders and armholes.
- Gussets in sleeves are securely stitched and reinforced at edges to prevent tearing.
- Bindings and facings fit smoothly, are evenly stitched and do not pucker.
- Darts are placed where needed to conform to the figure; pointed darts are stitched to a fine point; threads are securely fastened to prevent pulling out.
- Gathers are evenly distributed and correctly made (gathers not pleats).
- Trimming is used in accordance with the style of the garment, the kind of fabric and the expected use, wear and care (in judging quality in ready-made garments, trim may be deceiving because it is often used to attract attention and cover up deficiencies in cut, fabric and workmanship. Some examples of "poor-quality" trim include: buttons which break and melt when touched by an iron; poorly stitched or unstitched belts which will pull apart when laundered or dry cleaned; cheap and gaudy ornamentation, such as: rhinestone pins, flashy buttons, conspicuous bows and frills, etc.; flimsy ruffling, lace and other trim which will come apart or stretch out of shape when washed; fabric trimming, such as bindings, etc., which cannot be washed or cleaned because they will fade and ruin the rest of the garment).

SIGNS OF QUALITY IN UNDERGARMENTS BOUGHT READY-MADE

Discuss the contribution that undergarments (underpinnings) make to the appearance of outer garments when selected in relation to fit and expected use. Consider how expectations of undergarments in relation to wear and care may influence their selection. Identify various types of undergarments in relation to use, wear and care. Recognize that the ability to identify ear-marks of quality in undergarments is helpful in selecting them. Study some signs of quality in undergarments, such as:

- Slips have shoulder straps which are adjustable and fastened to the fabric of the slip rather than to the trim; seams are firmly finished to prevent raveling; hems are narrow and securely finished; lace and other trimmings securely fastened, durable and washable; top and front made of sufficient thickness to give desired service.
- Panties and pajamas are made of fabric which will fit smoothly and snugly and have sufficient stretch; elastic is "good" quality with plenty of give; stitching used to attach elastic is securely attached; seams will be invisible under outer clothing; smooth seams to prevent irritation; neatly finished seams to prevent fraying; two thicknesses in crotch for absorbency and durability; reinforcement in areas of strain; durable and washable trimming.
- Foundation garments are made of fabrics which allow movement without binding and provide the control desired in relation to figure features; have smooth seams to prevent irritation; have stitching which is durable and "gives" with the fabric; supporters are flat, adjustable and removable; "good" quality elastic; reinforced crotch (in panty girdle). Bras have durable, adjustable shoulder straps and fastenings which are firmly attached.

Bring several ready-made garments to class (both outer and undergarments) and analyze

them according to quality of fabric and construction. Consider the variation in fabric and construction in relation to cost.

Consider that it may be difficult to find in ready-made garments all of the "quality construction" features discussed. Discuss how looking for "quality construction" in all ready-made garments, calling to the attention of the salesperson "poor" construction and refusing to buy those without "quality construction" will influence the improvement of quality in ready-made clothing. Take account of the fact that manufacturers produce what consumers will buy and communicating dissatisfaction with merchandise on the market will influence what is produced.

STANDARDS FOR FIT IN READY-MADE GARMENTS

Discuss how fit influences the comfort and attractiveness of one's dress. Recognize that a garment may be beautifully designed, well-cut and constructed, but the whole effect may be ruined by "poor" fit.

Discuss how a garment that fits, conforms to the figure and has sufficient ease for movement; has lines that are not strained or changed by the body; is free from wrinkles (which indicate that a garment is too long, too short, too wide, too narrow or the grain is not controlled where and as it should be). Recall that fashion has an influence on the way an article is intended to fit through the amount of ease or the control of fullness which changes with styles.

Discuss how the comfort of a garment is influenced by how it fits, such as: clothes which are too tight restrain movement; clothes which are too large are bulky and get in one's way; waistline seams designed to fit the natural waistline are uncomfortable when they fall above or below it; a shoulder seam falling back of the shoulder pulls back; a shoulder seam which is too short causes a binding effect at the armhole; etc.

Consider the relationship of the fit of a garment to one's appearance as well as one's comfort. Discuss how a well-fitted garment does not wrinkle, pull or strain and stays in place on the figure. Discuss how to judge fit when trying on a garment at the time of purchase, including looking at garment in a triple mirror to observe the side and back views, as well as the front without having to twist to see all sides; and reaching, bending, and sitting, etc., to be sure it fits well and will be comfortable as it is worn.

Discuss how some causes of "poor" fit can be corrected by alterations. Discuss how studying alterations needed and deciding if they will be practical to make will help one decide if the garment and the anticipated satisfaction from it will be worth the time and effort required to make the alterations or the cost involved in having the needed alterations made.

Study the standards for fit in the particular garments which may be purchased as a means of being able to judge fit of the garments in relation to the standards, such as: a straight skirt, properly fitted, would be snug at the waistline; have a smooth easy fit over the hips with no cupping; have side seems straight and perpendicular to the floor; etc.

Set up standards for judging or factors to consider when selecting specific items of clothing,

including coats, suits, dresses, blouses, skirts, sweaters, sportswear, underwear, sleepwear and rainwear.

Generalizations

Selection of textile products include a consideration of: design, color, weave, fiber, quality, finish, cost, workmanship, wearability, suitability, style, comfort, season and compatibility of these factors.

The quality of durability of construction relates to the use of the article.

The suitability of an article for its intended use is dependent upon the nature of the textile, its design and construction.

LABELS—A CONSUMER RESOURCE

Arrange a bulletin board on labels. Examine a collection of labels. Study them to determine the type information found on labels. Recognize the label as a resource for the consumer in helping predict the preformance of the garment and in showing the care it will require. Recall that the factors influencing the care required by a garment include: fiber content, finish, yarn and fabric construction. Examine labels to determine if this information is included on them.

Study several different labels, organize and evaluate the information found on them to determine the different types of information found on fabrics and garments, such as: informative label (includes information that will help the consumer make a wise choice and care for the product, such as: fiber content; fabric structure; special finishes that give specific appearance or serviceability qualities; size of item; manufacturer's name; etc.); brand label (a distinctive mark, design, symbol or combination of these used to identify the goods of a particular seller—Trademark names); and certification label (indicates item has been tested by a laboratory). Evaluate the amount of information found on labels. Determine whether more is needed.

Develop a list of the terms found on the labels examined. Add additional terms which have been seen on other labels. Determine which terms are understood. Identify the meaning of the terms not understood. Recognize the necessity for understanding the meaning of the terms and symbols on labels in order to make use of them in the use and care of the product.

CONTROL OF LABELING

Compare several labels to determine whether each label has a certain amount of the same kind of information. Discuss the fact that there is Textile Legislation and Trade Practice Rules which have some regulation over the amount and kind of information required on labels. Study the legislation and rules governing labels. Collect labels and evaluate them in relation to the Legislation and Trade Rules.

ADVERTISING—A CONSUMER RESOURCE

Recall the countless number of advertisements day by day on TV, radio, billboards, circulars and in magazines, newspapers, store windows, etc. Discuss how advertisements may serve as

a means of helping one to learn the wide range of clothing available; the arrival of new fashions; the announcement of sales with descriptions and prices; reminder of seasonal sales; etc. Collect samples of advertisements. Evaluate them to determine the type of information they provide.

Discuss the precautions in using advertisements. Recognize that advertising is written primarily to sell mercandise. Examine advertisement articles collected for illustrations of ways they make things sound attractive and look "good." Consider the forcefulness of advertising through analyzing the statement, "Commercials (advertisements) make you think you have always wanted an item you have just seen." Learn to evaluate advertisements since the quality of merchandise cannot necessarily be judged by studying an advertisement. Practice looking for brand names and recognizing well-known brands. Learn to distinguish between factual information printed through advertisements and mere descriptions to attract attention and make article more appealing.

Discuss how advertising may provide an opportunity for one to take notes for shopping, to make some comparison of prices and to plan for more efficient shopping.

Recognize that there are independent research agencies which determine the quality of manufacturers' products and survey the business conduct of retailers. Recognize that there are government and private organizations which publish booklets, pamphlets and reports for consumer guidance. Identify these organizations and agencies, such as: United States Department of Agriculture; Federal Trade Commission; Better Business Bureau; U. S. Testing Company; Consumers' Research, Inc.; etc. Examine copies of some of these bulletins to identify information available.

Generalizations

The information provided by agencies and industry through labels, advertising, etc., is one source which may assist the consumer in predicting performance of clothing and textiles.

A Federal Legislation and Trade Practice Rule governs basic information required on labels.

Advertising is one source of pre-market information.

Evaluation of advertising and other communication in the marketing of textiles and clothing may aid the individual to make rational decisions in buying.

Understanding the techniques of advertising gives one a basis for understanding its influence on consumers.

CONCEPT: WARDROBE MAINTENANCE (ACQUISITION AND USE OF CLOTHING AND TEXTILES).

OBJECTIVE: To help pupils to develop interest in and some ability to care for clothing.

CONTENT and LEARNING EXPERIENCES

WARDROBE MAINTENANCE

Recognize how keeping clothes "ready to wear" is a universal problem of people. Consider how the maintenance of the wardrobe may contribute to grooming, durability of clothing, per-

sonal satisfaction and may be a means of saving time. Identify some of the evidences that clothing is not in wearable condition, such as: buttons off, hems ripped, socks mismatched, slip strap broken, wrinkled, soiled, etc.

Consider how having a plan for wardrobe maintenance and knowing "how" to keep clothes wearable may help improve personal appearance, contribute to the economy of clothing and save time.

INFLUENCES ON WARDROBE MAINTENANCE

Discuss how wardrobe maintenance is influenced by many factors, such as: how one feels about his appearance; his personal habits; storage facilities which affect appearance of clothing; the amount of care required by specific items; the resources and facilities available; etc.

Discuss how a person's attitude about his appearance or clothing care may influence the kind and extent of wardrobe maintenance. Consider how past experiences may influence a person's attitude toward and habits of wardrobe maintenance, such as: being allowed to leave clothing where it was removed for someone else to pick up; having had little or no responsibility for care of own clothing; etc.

Consider how one's habits of care may influence maintenance, such as: habits of sitting which cause wrinkles; leaving clothes where they are pulled off rather than putting them away; little awareness of possible damage to clothing from snags, stains, water, etc.

Recognize how wardrobe maintenance is influenced by the care required for the specific items of clothing. Consider how care requirements may be minimized through buying with care in mind in relation to fibers, finishes, ornamentation, construction design, extent of wear, etc.

Consider how one's resources may influence clothing maintenance, such as: skill in making repairs; equipment and services available; money budgeted for care; labels; etc. Collect several labels and determine information given on them in relation to care.

Recognize how the kind of storage facilities and how these are used may affect clothing maintenance.

CARE INVOLVED IN WARDROBE MAINTENANCE

Daily routine
Weekly
Seasonal

Recognize that caring for clothing means not only well-cared for clothing which has an influence on one's appearance, but it also has an influence on the life of the garment. Give thought to the amount of care required for clothing. Estimate the amount of care given to clothing in one week at home. Keep a record of the clothes being laundered at home, the clothing having to be sent out (to a laundry or dry cleaners), the time spent in caring for clothing, the various tasks, such as mending, etc., involved in caring for clothes and the money spent. Determine how much of the family clothing care involves own clothing. Consider the responsibility assumed for own clothing care. Discuss the ways through which

clothing is cared for including laundering, ironing, dry cleaning, stain removal, touch-up pressing, repairing, storing, mending, etc.

Recognize that wardrobe maintenance involves daily routine care, weekly care and seasonal care. Discuss what may be included in each.

CARE OF CLOTHING WHILE WEARING IT

Consider the treatment clothes experience through routine daily wear. Recall experiences when garments have been torn while being worn, have had seams rip as they were being removed, have had hose develop runs as they were being put on, etc.

Study daily procedures which will prolong the life of a garment, such as: putting clothes on with care; wearing clothes with care; taking clothes off carefully; etc. Arrange for groups to demonstrate: how to handle a girdle, bra and hose when putting them on; putting on and taking off a coat, dress, skirt, sweater, hose, gloves; sitting down without wrinkling a tight skirt, a full gathered skirt, a circular skirt, a pleated skirt, brushing and hanging up a dress, coat, jacket and skirt. Work in groups to study and report on precautions to take to avoid soiling clothes when wearing them and precautions to take in protecting clothes from damage.

PUTTING CLOTHING AWAY

Recognize that caring for clothing also involves putting it away. Recognize that a well-groomed person gives his clothing whatever attention it needs to get it ready for the next wearing.

Discuss how putting clothing away involves hanging clothing up immediately unless it is ready to be washed or drycleaned; brushing, shaking or smoothing with hands to remove dust, dirt, some spots and to eliminate some wrinkles; airing clothing to remove body odors and wrinkles; and checking over clothing to see if it needs some kind of care, such as cleaning, washing, repairing, etc.

MENDING

Consider the meaning of the phrase, "a stitch in time." Study methods of mending, including darning and patching. Examine samples of darns and patches.

Recognize that darning is used to repair tears and cuts in woven materials, holes in woven materials and runs and holes in knitted materials. Consider that darning may be done by hand or by machine. Consider that the types of patches which may be used include hemmed patch, inset patch, fringe patch and iron-on patch. Examine several types of tears and holes and determine whether they should be darned or patched. Demonstrate how to darn. Demonstrate how to patch using the various types of patches. Determine the type equipment needed for mending. Arrange a display of mending equipment.

Consider other types of repair or reinforcements which can be made that will prolong the life of a garment, such as: secure buttons, snaps, hooks and eyes; replace belt carriers or thread loops; reinforce torn buttonholes; restitch ripped seams or zippers; resew shoulder straps to slips and bras; renew worn tape; repair girdles. Analyze own clothing and make needed repairs.

SPOT CLEANING

Discuss how spot cleaning may prevent having to wash or dry clean the entire garment. Consider how knowing the kind of fabric, the nature of the stain and the cleaning agent will enable one to determine whether a spot can be removed at home or whether it will have to be removed professionally.

Recognize the stains commonly found on clothing, such as: food (greasy, sticky, acid or combinations of these, such as ice cream, mayonnaise, gravy, etc.); lipstick; blood; fruit; chewing gum; ink; grass; nail polish; rust and mildew. Recognize the significance of removing spots and stains from washable clothing before they are laundered since hot water, ironing and pressing "sets" certain stains permanently. Study procedures for stain removal and demonstrate removal of some of the common stains. Discuss the safety precautions to observe in working with cleaning fluids.

DECIDING WHICH CLOTHES HAVE TO BE DRY CLEANED AND WHICH CLOTHES CAN BE LAUNDERED

Recall the significance of checking labels to determine the recommended procedures for care. Recognize the factors determining whether a garment can be laundered at home or must be dry cleaned, such as: fabric (physical and chemical composition of the fibers); finish on fabric; and trim on garment.

Discuss why some fabrics will retain their original qualities better when dry cleaned than when laundered. Study common fabrics to determine which ones can be laundered and which ones should be dry cleaned.

DRY CLEANING

Invite a representative from a dry cleaning establishment to discuss the procedures used in dry cleaning garments, some of the services offered by dry cleaners, such as special finishes, storage, etc., and consumer responsibilities related to dry cleaning garments, such as indicating special "places" to clean, type of soil on garment, etc.

Ask a representative from a dry cleaning establishment to discuss "wet cleaning" and tell why and when this type of cleaning is needed.

Invite a representative to discuss or visit a coin-operated dry cleaning establishment to determine the type service offered.

Consider some of the dangers in attempting to "dry clean" garments at home. Recognize the availability of coin-operated dry cleaning facilities in some communities. Compare results and cost with commercial dry cleaning.

LAUNDERING CLOTHES

Arrange a display of garments which have been properly and improperly laundered. Compare the two groups analyzing them to determine what might have caused them to look as they do. Recognize that laundering is a chemical process which involves understanding what to do and why.

CONTENT	and	LEARNING EXPERIENCES
LAUNDRY AIDS *Soaps* *Detergents* *Bleaches* *Water conditioners* *Fabric softeners* *Fabric finishes*		Discuss the increasing number and kinds of cleansing agents on the market. Determine the difference in soaps and detergents, pointing out that "detergent" means cleansing agent, but is used to describe the soapless substance which is actually a synthetic detergent or syndet.

Study how *soap* is composed of a fat or oil with an alkali added. Consider that some soaps are composed of a certain proportion of fat and alkali which makes them appropriate for laundering delicate items while others have more alkali making them stronger, such as the old-fashioned yellow laundry soap. Discuss how soaps were formerly made at home from ashes and lard. Recall how a "scum" is sometimes seen in water where soap has been used. Identify the "scum" as the soap which has combined with the minerals in hard water. Consider what precautions have to be taken to keep this scum from settling on clothes when soap is used to wash them. Identify the soaps and soap flakes on the market in own locality and the purpose each serves.

Study how synthetic *detergents* are by-products of petroleum refining, have no alkali and work equally well in hard or soft water. Recognize that there are mild detergents just as there are mild soaps which are appropriate for delicate items. Recognize that the effectiveness of a detergent cannot be judged by the amount of suds it makes since there are some low-sudsing detergents made to use in automatic washers because excessive sudsing may prevent the washing action. Identify the detergents on the market in own locality and determine the purpose each serves.

Experiment with soaps and detergents determining the effects of each. Learn to choose detergent according to: condition of water (hard or soft); degree of soil (heavy or light); type of washing action (top or front loading machine).

Identify the *"cold water" soaps* on the market which have been manufactured for use on certain fabrics which are to be laundered in cold water.

Recognize that *bleach* is not a substitute for detergent. Discuss how the purpose of bleaching is to remove stains, loosen and aid in removing soil and whiten garments. Look at the kinds of bleaches on the market and determine the use of each kind. Consider precautions in their use.

Discuss the use of *water conditioners.* Consider that some water is hard (contains a large amount of mineral salts) and some is soft (contains only a small amount of mineral salts). Point out that using a water conditioner or water softener in hard water helps remove the soil and makes the fabric soft by removing the film which makes it hard and scratchy. Determine condition of water in own locality. Identify water conditioners available.

Discuss how *fabric softeners* soften fabrics, cut down static electricity in lingerie, reduce amount of ironing needed and reduce stiffness in line-dried clothes. Recognize that fabric softeners should be added to the last rinse water. Consider that when fabric softeners are

added with detergents, bleaches or water softeners they react chemically with these products depositing a curd on the fabric that is difficult to remove.

Point out that *bluing* (a whitening agent used to make clothes appear whiter) is actually a kind of dye that tints white clothes a pale blue making them seem whiter.

Consider that some cottons look better and stay cleaner longer if a certain amount of *starch* is put in the last rinse water. Consider that wash-and-wear cottons should not be starched. Recognize the various forms in which starches are available. Evaluate the effectiveness of the various kinds.

PROCEDURE FOR HOME LAUNDRY

Sorting
Soaking
Washing
Rinsing
Drying
Ironing
Storing

Determine the procedure for general washing including: sorting, washing, rinsing, drying, ironing, storing.

Study procedures in *sorting*. Recognize that when "sorting," trimmings, buttons, etc., are removed if needed, pockets are emptied, and clothing is grouped according to colorfastness and fabric with items requiring similar care being put together. Determine some of the groupings needed, such as: white and colorfast pastel cottons and linens; colorfast dark cottons and linens; garments not colorfast; and garments requiring special care; etc.

Discuss the significance of *"soaking"* in cleaning garments. Study the garments which can be 'soaked," which ones cannot and what precautions should be considered when soaking.

Study the function of water, detergents and agitation in the process of cleaning clothes. Learn to choose laundry aids in relation to own laundry.

Recognize the relationship between the temperature of the water and its cleaning power. Consider that water for most of the family clothes needs to be at least 140 to 160 degrees. Consider that hot water is used for white and colorfast linens, wash and wear, white and colorfast cottons, children's playclothes; and warm water for non-colorfast cottons and linens, man-made fibers, delicate garments and lingerie, and woolens.

Recognize that rinse water has a temperature, too. Consider why warm rinse water is preferred for most fabrics since it does a better job of flushing out loosened soil, bits of detergent and lint. Consider that cold rinse water prevents wrinkling of man-made fibers.

Recognize that the length of a washing cycle varies with each load according to: type of fabric; amount of soil; type of washing action. Discuss how overwashing clothes (washing cycle too long) can result in redepositing soil on clothes.

Discuss the care required by wash-and wear garments. Recognize the relationship between the care required and the fiber content. Determine the difference in "automatic wash and wear" and "drip-dry."

CONTENT	and	LEARNING EXPERIENCES

Determine the type care required by a wool sweater, orlon sweater, nylon slip, and wash-and-wear dress. Demonstrate how to launder a wool sweater, girdle and wash-and-wear dress (or blouse).

Discuss the contribution of *rinsing* to the laundry process. Recognize some of the effects of leaving soap, detergents and bleaches in clothing. Consider the use of fabric softeners during the rinsing process.

Identify methods of *drying* as open air and machine drying. Demonstrate methods of hanging clothes on the line to reduce the amount of ironing. Discuss effects of sun on different fabrics. Discuss equipment for open air drying.

Study procedures in drying with a machine dryer. Consider the relationship of the temperature to the drying of various fabrics in order not to damage them. Demonstrate use of the dryer.

Study procedures in ironing. Recognize which articles of clothing need to be ironed after being laundered and which ones require no ironing.

Discuss the relationship of the temperature to the fabric bringing out the effect of too much heat on man-made fibers and fabric finishes. Recognize the significance of using the temperature setting on irons to have the correct temperature for most fabrics.

Recognize the relationship of the kinds of fabric to the amount of moisture needed when ironing clothing. Determine which fabrics require moisture when pressing or ironing. Discuss techniques for applying moisture.

Discuss the articles of clothing requiring special treatment during ironing. Identify terms indicating special treatment, such as: "Needs No Ironing;" "Needs Little or No Ironing;" "Needs Only Touch-up Ironing;" and "Automatic Wash and Wear." Demonstrate techniques for ironing specific articles of clothing which are frequently ironed at home. Discuss several procedures for a quick and practical system for ironing. Develop own system. Determine the difference in "ironing" and "pressing" and recognize when each should be used.

LAUNDRY EQUIPMENT — Recognize that the many different kinds of laundry equipment on the market enable the homemaker to choose one in keeping with her preference and budget. Consider the relationship of laundry equipment and supplies to the amount of time and effort expended and the results obtained.

COMMERCIAL LAUNDRY — Visit a commercial laundry or invite a representative to discuss this type of care of clothing, including the equipment used, the procedures followed, the kind of special services given, consumer responsibilities, cost, etc.

STORAGE OF LAUNDRY — Consider ways of storing laundry before it is washed, such as hampers, laundry bins, diaper pails, etc. Consider ways of storing clothes after laundering. Recognize which articles should

be placed on hangers and put in a closet and which ones should be folded and placed in drawers. Determine appropriate storage for own clothes after laundry.

STORAGE OF CLOTHING—A MEANS OF WARDROBE MAINTENANCE

Discuss the influence of storage on the appearance of clothing. Identify kinds of storage space, such as closet, shelf, hanging, drawer, etc. Discuss the articles of clothing which would be most appropriately stored in each type space.

Examine pictures and exhibits of well-arranged clothing storage. Visit homes and observe "good" storage facilities.

Arrange a display of storage equipment. Discuss the use of each. Examine and evaluate storage accessories which can be made or bought. Analyze own storage and determine what is needed for improvement. Plan for additional storage where needed and better use of storage facilities already in the home.

CARE OF ACCESSORIES IN WARDROBE MAINTENANCE

Discuss the effect of neglected shoes or other accessories on an otherwise clean and well-cared for outfit. Study care of shoes. Recognize that shoes are made from a variety of materials. Determine the relationship between the material from which shoes are made and the care required. Discuss the type care required by different kinds of shoes, including leather, cloth, straw, rubber, synthetics, and a combination of these.

Consider how jewelry which has tarnished, has lost its luster, or is dirty affects one's appearance. Determine methods for cleaning and caring for jewelry in relation to the material from which it is made.

Determine the care required by gloves, hats, handbags, belts, and other accessories in relation to the material from which they are made.

WARDROBE MAINTENANCE WHEN TRAVELING

Consider how one's personal appearance while traveling may be influenced by choice of clothes, method of packing and use of care aids.

Discuss how the type and amount of clothing taken when traveling will depend on where one goes, how one plans to travel, the weather expected, and the activities planned during the trip. Recognize that having the kind and amount of clothing needed and clothing that is easy to care for will make one's trip more enjoyable. Determine type clothing that is easy to care for, such as simple in design, lightweight and made of fabric that does not wrinkle easily. Plan a weekend trip and determine the type and amount of clothing needed.

Consider how the appropriate luggage for a particular purpose will enable one to take the kind and amount of clothing desired and have it arrive in good condition. Determine the kinds of luggage available and the purpose of the various pieces.

Recognize that packing a suitcase need not be difficult, but a plan for packing will allow one to arrive at the destination with a minimum of wrinkles. Study various methods of packing. Demonstrate and evaluate different procedures. Work out own plan.

Determine equipment helpful in caring for clothing when traveling, such as: detergents for washing articles by hand; plastic hangers for hanging drip-dry garments; travel steam iron; clothes brush; small shoe cleaning kit; rubberized or plastic bag for carrying damp or soiled articles; cleaning fluid; etc. Discuss ways of caring for clothing while traveling, such as: hanging clothing immediately upon taking them off; brushing them thoroughly; removing wrinkles by hanging garments in bathroom while taking a shower or running hot water; etc.

EVALUATION OF WARDROBE MAINTENANCE

Evaluate processes used in caring for clothing at home. Determine if procedures may be improved. Consider how time spent in caring for clothing may be shortened through better care of own clothing, assuming more responsibility for helping care for family clothing, etc.

Generalizations

Habit development in care of clothing and textiles that will conserve and extend their life is dependent upon attitudes toward such care.

Garments tend to retain optimum serviceability if given regular and seasonal care and immediate care when a stain or injury has occurred.

Utilization of a textile product is related to the care needed and the resources available for providing that care.

The type care needed by the product will be determined by the nature of the textile, construction and ornamentation.

CONCEPT: NATURE OF TEXTILES

OBJECTIVE: To help pupils to gain some knowledge of textiles that would contribute to rational decision-making when selecting textiles for garments to be made or ready-made garments.

Note to Teacher: Refer to Nature of Textiles in Specialized Home Economics in order to select the content and learning experiences applicable to the objective of this unit.

CONCEPT: CLOTHING CONSTRUCTION

OBJECTIVES: To help pupils to:

I. Develop increased skill in the use of all sewing equipment.

CONTENT	and	LEARNING EXPERIENCES

II. Continue practicing work habits conducive to accomplishment, safety and order

III. Be able to select fabric appropriate for garment to be constructed.

IV. Develop skill in the following advanced clothing processes:

Interfacings	Cuffs
Linings	Pockets
Pleats	Skirt Drum and Underlay
Bindings	Trimming Details
Setting in Sleeves	Problems with Special Fabrics
Gussets	

V. Develop interest in remodeling garments.

CONTENT	and	LEARNING EXPERIENCES

SEWING EQUIPMENT — Review sewing equipment needed by each person. Check own equipment. Identify equipment on hand and replace needed equipment.

WORK HABITS — Recall the contribution of work habits in clothing construction to efficiency, accomplishment, health, safety, order and a saving of time and energy. Review safety rules to practice when using sewing equipment. Develop a plan for individual and group responsibilities for the daily and weekly care of the clothing classroom and equipment.

PLANNING LEARNINGS IN CLOTHING CONSTRUCTION
Repeat learnings
New construction processes

List the learnings in the construction of garment(s) in Basic Home Economics.

Decide on the new construction processes to be learned through the construction of a garment in class. Decide on a garment to make which will provide the construction processes to be learned and one which is needed in own wardrobe.

List the processes learned in Basic Home Economics which will be repeated through the construction of this garment, such as: pattern selection and alteration; preparation of fabric; laying pattern; cutting and marking; unit construction; etc.

SELECTING PATTERN AND FABRIC — Select pattern and fabric for garment to be constructed, keeping in mind the factors to consider when selecting a pattern and fabric.

Examine well-made garments and decide how the completed garment should look and fit. Develop a score card to use in evaluating the garment during the construction and after the garment is completed. (Additional points may be added as the garment is constructed.)

CONSTRUCTING GARMENT — Identify steps to be taken in constructing the garment, such as: straightening and shrinking the fabric (if needed); fitting and altering the pattern; laying pattern on fabric; cutting; marking; etc.

CONTENT and LEARNING EXPERIENCES

Construct garment, developing skill in construction through added experience in repeating some processes and learning new processes. Use illustrative materials, filmstrips, demonstrations, etc., for illustration and clarification. Recall the place of evaluation in relation to each step in the construction process before moving to the next step.

INTERFACINGS

Recognize that interfacings are used in collars, cuffs, along center closings, and in other parts of garments to add stiffness or body. Discuss how the fabric used for interfacings is influenced by the fabric of the garment and the purposes it will serve. Consider that interfacings are usually chosen in a fabric of lighter weight than the fabric with which they will be used. Recognize that lightweight fabrics may be interfaced with their own fabric. Point out that an interfacing is generally cut on the same grain as the part of the garment it interfaces. Demonstrate interfacings.

LININGS

Discuss how linings may be used in dresses, skirts and blouses (either partially or throughout) to strengthen, protect and preserve the shape of the garment; to reduce transparency (garments made of net, lace, marquisette, etc.) to achieve a desired effect (full skirts are sometimes lined to make them stand out). Discuss how the fabric for underlining is chosen in keeping with the effect desired, for example: if a crisp stand-out effect is desired, taffeta, pellon or a similar fabric is used; if the shape is not to be changed, a soft, lightweight fabric such as organza, marquisette, china silk or crepe is selected because it will not change the drape or appearance of the fabric of the garment.

Take account of the fact that the fabric for underlinings should blend with the fabric and be able to withstand the same kind of care. Point out the significance of shrinking fabric used for underlining if it has not been shrunk since any shrinkage will ruin the effect of the garment. Consider that the lining is cut from the same pattern as the garment for the area to be lined. Demonstrate underlinings.

PLEATS

Recognize that pleats help control fullness and give shape to a garment and are of two kinds—pressed and unpressed.

Point out that pressed pleats provide a slender silhouette while giving fullness to allow for body movement. Recognize that pressed pleats are used in fabrics which are firm and will hold a crease during wear, dry cleaning and laundering. Consider that fabrics, such as those which are crush resistant and others that will not hold a crease, are not suitable for pressed pleats.

Discuss how unpressed pleats add softness and fullness to a garment and are used on soft fabric.

Demonstrate how to make pleats.

BINDINGS

Identify a binding as an edge finish which is visible on both sides of the garment. Discuss how bindings may be used to finish necklines and other openings. Recognize that bias bind-

ings are suitable for light or medium weight fabrics and are especially desirable on sheer fabrics where a facing would show through. Discuss how bias bindings should be narrow and even in width around the finished edge. Review method for cutting and joining bias strips to make bias binding. Identify the various places bindings may be used.

SLEEVES

Discuss how the sleeve line is one indication of the style of the times, such as large, voluminous sleeves; raglan sleeves; sleeveless garments; etc. Recognize there are many types of sleeves, but for construction purposes there are only two kinds—those cut with the garment and those cut separately.

Identify the different types of sleeves. Point out that kimono, cap and cape sleeves are cut as extensions of the garment front and back. Recognize that some sleeves which are cut separately have shoulder extensions and are joined to the blouse front and back before the neck is finished, such as raglan sleeves.

Look at examples of garments having regulation set-in sleeves. Discuss how in setting-in sleeves, the sleeve which is larger than the armhole is molded so that it can be fitted into the smaller armhole. Point out that armhole sleeve allowances are turned inside the sleeve to form a support from which the sleeve hangs free. Discuss how gathered sleeves do not require this shrinking and molding process since the gathers are a part of the design of the sleeve. Consider that the deep-armhole sleeve (dolman) is attached before the blouse side seams are stitched up. Study the method for setting-in sleeves on the garment being constructed.

Notice the edge finish on the various types of sleeves. Recognize that the lower edges of sleeves may be finished with hems, facings, cuffs or cuff bands. Point out that sleeves which are the same width along the entire length may be hemmed the desired length, but hems on shaped sleeves need to be turned up at the designated place in order to fit the sleeve without puckering when it is turned back.

CUFFS

Recognize that cuffs are sleeve edge finishes. Consider that cuffs are sometimes formed by turning back a hemmed edge. Point out that cuffs can be made flat or designed with points or curved edges. Recognize that those that are made as separate pieces are attached as a collar is attached with a bias or fitted facing. Point out that cuff bands are attached at the lower edge of a sleeve after a sleeve placket has been made (such as a man's shirt).

GUSSETS

Recognize that a gusset is an inset section under the arm which permits greater freedom of arm movement. Look at garments having rectangular and/or diamond-shaped gussets. Demonstrate gussets.

POCKETS

Discuss how pockets may be used to accent desirable features and may be omitted if they call attention to features such as large hips. Recognize that the variety of pocket styles make it possible to find a becoming style for various type figures. Point out that all pockets

should be cut with accuracy, faced or reinforced if needed and stitched carefully. Identify the various type pockets and learn the construction processes involved in making them.

SKIRT DRUM AND UNDERLAY

Discuss how "drums" may be used in straight skirts to help the skirt retain its shape and give it body, thus improving its appearance. Recognize that a "complete drum" may be used in the back and front of the skirt or a "back drum" may be used in the back of the skirt only. Point out that the "drum" is cut from the same pattern pieces as the skirt and on the same grain. Recognize that firm fabrics which hold their shape are used for drums, such as firm rayon fabrics. Point out that when using fabric such as wool, a complete skirt drum is used, while in garments constructed of cotton fabric, only the back drum is used to permit ease of laundering.

Recognize how a seam opening in the skirt back with an underlay attached to the drum may be used to replace pleats for freedom of walking. Discuss how the underlay attached to the skirt drum does not pull out of shape or stand open as do some pleats and reduces the bulk of fabric found in pleats. Examine skirts with underlays. Contrast with appearance of skirts with knife back pleats. Demonstrate skirt drums and underlays.

TRIMMING DETAILS

Recognize how trimming details may add the "touch" which makes a garment distinctive. Observe examples. Consider how trim may also cause a garment to look cheap or alter the design of a garment when the trim is inappropriate, too much or not needed. Observe examples. Find examples of garments that do not need trim because the lines and style form the design or the fabric creates the desired effect. Discuss ways of accomplishing decorative touches through use of bias tubing (demonstrate use), machine stitching, buttons, buttonholes, braid, applique, embroidery, mitered corners, etc. Recognize how the quality of the trim (bought or made) is related to its selection and the skill with which it is applied.

Generalizations

Construction processes, such as interfacings, linings, pleats, bindings, sleeves, gussets, pockets, drums and underlays may contribute to both beauty and function of garments when constructed with precision.

WORKING WITH STRIPES AND PLAIDS, LARGE DESIGNS AND ONE-WAY DESIGNS

Look at garments made from stripes, plaids, one-way designs and large designs to observe the effects when these are matched and when they are not. Recognize why such fabrics require precision in cutting and construction to produce the desired effect. Show why some styles are not adapted to the use of patterned fabrics because of the structural lines. Point out that some pattern envelopes will indicate whether or not plaids, stripes or large designs are suitable for the style. Discuss why additional yardage is usually required for matching patterned fabrics. Notice how pattern envelopes indicate this. Demonstrate laying, matching and cutting plaids and stripes, large designs and one-way designs.

WORKING WITH NAPPED AND PILE FABRICS

Recall that some fabrics have a hairy or brushed surface which is known as nap or pile and influences the way the fabric feels, looks and the way it should be handled. Examine samples of corduroy, velvet, velveteen, suede cloth, etc. Brush with the hand to see how in one direction they feel smooth and when brushing in the opposite direction they feel rough. Observe that just as they feel different when brushed in opposite directions, they look different when one piece (turned one way) and another piece of the same fabric (turned in the opposite direction) are placed side by side. Notice that when the nap or pile runs down (feels smooth) the fabric tends to look lighter or shinier and when the nap or pile runs up (feels rough) the fabric looks richer or darker in color. Point out that because of this effect, generally, fabrics with hairy brushed surfaces are made with the pile running down and fabrics having pile weaves, such as velvet, velveteen and corduroy are made with the pile running up to obtain the richer color. Recall that napped fabrics require additional yardage as indicated on pattern envelopes. Study how sewing on pile fabrics requires special handling, such as:

- Setting machine sticthing on 10-12 and loosening the tension slightly.
- Pinning or basting because the top layer tends to slip when two napped surfaces are sewn togther.
- Avoid top stitching.
- Press corduroy on the wrong side and brush nap after pressing.
- Steam velvet on a velvet pressing board.
- Velvet is easily waterspotted.

WORKING WITH STRETCHY AND SHEER FABRICS

Recognize that some fabrics have "stretch" or "give", such as crepe, jersey and other knits. Consider how any handling which pushes or pulls the fabric may stretch it. Study the special handling required for these features, such as:

- Crepe (a plain weave, made pebbly by having twisted yarns which cause it to shrink when wet, but smoothes out when pressed) requires stay stitching.
- Limit diagonal construction since knits tend to stretch more crosswise and diagonally than lengthwise.
- Stay stich all bias and curved edges.
- Stretch the fabric slightly as it is stitched to prevent seams from ripping as the fabric gives slightly during wear.
- Reinforce seams with on-grain seam tape where there is greatest possibility of stretching.
- Line straight skirts.
- "Lift and lower" the iron when pressing rather than pushing it.

Recognize that when working with sheer fabrics that the pattern is chosen so that it will be attractive and yet have a minimum of seams which will show through. Point out that the seams need to be narrow and finished so that they do not ravel. (French seams are often used.) Consider that facings show through. Recognize how the bodice may be completely lined so that facings will not be needed and to prevent too much transparency. Recognize the necessity of a special slip for a sheer dress that is not lined.

Recognize since sheer fabrics such as chiffon are slippery, experience and skill are needed before attempting to work with them. Recognize that other sheer fabrics such as net and lace do not have grain lines but need to be laid as though they do because they stretch more crosswise than lengthwise. Discuss that consideration needs to be given to lace fabrics to keep the facings from showing through. Point out that lace garments are usually completely lined. Recognize that because of the intricate design of lace patterns, simple pattern designs are chosen so that the design of the fabric and the design of the pattern do not oppose each other.

WORKING WITH FABRICS WITH THERMO-PLASTIC FIBERS

Discuss the popularity of fabrics from thermo-plastic fibers (Nylon, Dacron, Arnel, Acrilan, Orlon) due to their strength and ease of care. Consider that some of these present special problems in sewing when they are slippery, ravel easily or pucker when stitched. Examine different fabrics to identify those which: require special seam finishes because they ravel; tend to pucker and thus require a fine needle, fairly long stitch, loose tension and some stretch during stitching. Recognize that lengthwise grain tends to pucker more than bias or diagonal grain. Consider that "thermo-plastic" is the scientific name given to fibers having the ability to be molded or shaped by heat; therefore they soften and melt at high temperatures. Recognize that pressing with a hot iron may cause melting of the fibers which results in a glaze and cheapens the appearance of the fabric.

Consider how thermo-plastic fibers that are sheers, velvets, knits or have nap or pile are handled accordingly.

OTHER FABRICS

Recognize that other fabrics may require special techniques, such as felt, plastic and metallic fabric.

Recall that felt is a nonwoven fabric which has no grain lines; therefore it can be cut in any direction. Consider that since felt does not ravel a seam finish is not necessary and neither are hems. Realize that felt stretches when damp.

Recognize that holes made in plastic by pins or needles remain permanently which means using a minimum of pins, a fine needle and medium long stitches. Show how scotch tape may be used instead of pins to fasten the pattern on the fabric.

Recognize metallic cloth as another fabric needing special handling because it usually ravels, scratches and needs to be pressed with a cool iron since the plastic coating which keeps the metal from tarnishing melts easily. Point out that special seam finishes help prevent

raveling and a minimum of pins are used so that pin marks will not detract from the appearance of the finished product.

Generalizations

The treatment of fabrics requiring special handling, such as: fabrics with stripes, plaids, one-way designs, large designs, nap or pile; stretchy or sheer fabrics; metallic fabrics; felt; plastics; and fabrics with thermo-plastic fibers, will have an influence on the appearance of the finished product.

REMODELING GARMENTS

Examine pictures of garments which have been remodeled. Display and model garments which have successfully been restyled, altered or remodeled. Discuss the history of these garments, including information such as:

- Why was the garment not wearable in its original condition?
- What were its possibilities for remodeling?
- What was done to improve it?
- Was the garment worth the time, effort and cost in remodeling?

Evaluate the garments to determine whether it is apparent that they were "made over." Analyze the techniques used which made them look or not look "made over."

Consider that remodeling garments provides an opportunity to enlarge one's wardrobe; give variety; reduce the clothing budget; freshen the appearance of old garments; etc. Point out that remodeling may be encouraged because of fashion changes. Consider how fashion may provide styles which lend themselves to remodeling or limits them.

Discuss changes which may be made in garments to restyle them and make them wearable, such as changing hemlines, necklines, sleeves, refitting, adding pockets, collars and cuffs, etc. Point out that sometimes new fabric is used with an old garment to make the needed adjustments. Consider that when using new fabric with old, the new fabric should not make the used fabric look old and worn by contrast. Evaluate the fabrics planned for use together in order to combine textures and colors which give the desired effect.

Recognize how contrasting fabric may be used to add interest if the contrast is not too great. Recognize how contrasting fabric may be used as a yoke on a skirt or an inset in the skirt if it has no hem and length is needed just as a wide belt may be inserted to lengthen a short waistline. Determine other possibilities for making changes in garments.

Consider why it is not always practical to remodel a garment. Recognize some of the factors influencing the practicality of remodeling, such as:

- The sewing ability of the person planning to do the remodeling.

- The creative ability of the person planning the changes which will be made. (Remodeling a garment takes more skill and imagination than making one from new fabric with a pattern.)
- The attitude of the person who will be wearing the garment (Will the person be proud or ashamed to wear a made-over garment?).
- The condition and color of the fabric of the garment.
- The cost and time involved in relation to the anticipated appearance of or satisfaction with the remodeled garment.
- The amount of time required compared with the amount available.
- The purpose which the garment will serve in the wardrobe.

Check own wardrobe and the family's wardrobe to find old or unused garments which may be brought up-to-date and made wearable. Analyze each garment to determine the features which make it look out of style. Look in current fashion magazines, pattern books, store windows, etc., to determine current fashion trends. Examine garment to determine the possibilities for remodeling, for example: if the skirt of the garment is too short, find current fashion designs which give ideas for lengthening it, such as introducing ruffles, borders, etc. Consider that when remodeling, make changes in keeping with the features of the individual who will wear it. Point out that a successfully remodeled garment is one which will be becoming to the wearer in color, line, style and fabric texture.

Recognize that often one's garment does not allow remodeling possibilities for his own use but can be remade for a smaller person or may be used for an entirely different garment from the original, such as: a child's garment from an adult garment; a woman's suit from a man's; or a skirt from trousers. Consider advantages of remodeling a garment, such as:

- "Good" fabric may be saved in a garment that is out of style.
- A garment which is needed may be made from one which is not needed. (A plain dress which is needed may be made from a dressy dress not needed.)
- Two garments not wearable or used may be made into one which is used and enjoyed.
- Minor changes may bring up-to-date a garment which has been a favorite.

Discuss the preparation of fabric for remaking a garment. Recognize that fabric must be in 'good" condition to produce a satisfactory garment. Point out that after the seams have been ripped, the fabric should be cleaned before it is remade. Consider that fabric may need dyeing before it is reused. Observe demonstrations on preparation of the fabric including methods of cleaning and pressing, methods of dyeing, removal of shine from fabric, etc.

Demonstrate ways of piecing fabric when needed. Follow procedures in piecing and placing patterns being careful to match designs and place on the fabric grain. Construct garment applying techniques learned in clothing construction. Judge garment according to standards

set up. Arrange to exhibit or model garment. Include information as to the condition of the garment before it was remodeled, what was done to improve it and cost of remodeling.

Generalizations

Remodeling old or unused garments provides an opportunity to extend one's wardrobe, give variety, reduce the clothing budget and express individuality.

Factors having influence on whether to remodel a garment include the sewing ability of the person planning to do the remodeling; the purpose which the garment will serve in the wardrobe; the condition and quality of the fabric; the amount of time required to remodel the garment compared with the amount of time available; the cost and time involved in relation to the anticipated appearance of and satisfaction with the remodeled garment.

TEACHER'S NOTES

CLOTHING AND TEXTILES

Specialized Home Economics

CONCEPT: CLOTHING AND CULTURE (SIGNIFICANCE OF CLOTHING AND TEXTILES)

OBJECTIVES: To help pupils to:

I. Recognize that self-adornment is universal in all cultures.

II. Recognize reasons for and the significance of the variations in clothing existing within cultures and among cultures.

III. Understand the transmittal of clothing customs.

IV. Recognize ways clothing reflects social attitudes and values.

V. Understand the relationship of clothing to social change.

VI. Recognize the relationship of one's cultural background to the choices, means of acquisition and use of clothing.

CONTENT	and	LEARNING EXPERIENCES

UNIVERSALITY OF SELF-ADORNMENT

Consider that today's interest in clothing is not a modern innovation but is a cultural heritage which has been handed down through the years. Discuss how dress is not only a part of the heritage of our culture but that it is a heritage of all people. Take account of the fact that the dress of people has varied through the years according to cultures but that some form of self-adornment has been common in all cultures.

FUNCTIONS OF DRESS

Discuss how clothing has served many purposes through the ages. Recognize that it grew out of basic needs of individuals and was used to meet these needs and desires in a variety of ways.

Identify the various functions of dress including: physical protection, adornment, conveying status, group and role identification, sex identification, portraying ritual symbolism, and self-expression. Discuss how these functions are carried out by different groups.

DRESS—A MEANS OF CONVEYING MENTAL STATE, MOODS AND FEELINGS

Consider that since early times man has adorned his body in such a way as to express his mental state, moods and feelings. Recall how Indians decorated their body with colored paint to indicate they were prepared for war; how certain body decoration or attire indicated marital status, tribal rank, etc.

Recall how today clothing influences and indicates a person's mood, such as: wearing a bright dress to lift one's spirit; the wearing of gay, bright colors for parties and darker colors for solemn occasions. Recognize that black has long been associated with death and wearing black under certain circumstances indicates that a person is mourning. Discuss how lack of interest in dress or inappropriate dress may indicate a person's mental state.

Generalizations

Self-adornment is universal in all cultures.

Since early times dress has provided a means of physical protection, adornment, conveying status, group and role identification, sex identification, portraying ritual symbolism and self expression.

Clothing and decoration have functioned to convey mental state, moods and feelings to others.

CULTURAL VARIATIONS IN CLOTHING

Recognize that as clothing conveys mental state, moods and feelings to others it is at the same time conveying the life, activities and spirit of the era in which it is worn, thereby varying from culture to culture.

Arrange a bulletin board of pictures of fashions from various countries including native costumes of long ago and the present or a similar bulletin board to create interest in recognizing variations of dress among cultures. Determine if the country and/or century can be identified by the costume.

Look in history books to see the early dress of the people including those in the Mediterranean area and notice that they dressed in tightly fitted garments, while the Greeks and Romans at that time were wearing loose, flowing lines which draped in folds and in the Orient dress was different from either of these cultures. Recognize how dress emanated from these cultures and reflected the social, political, economic and religious mores of the time.

WAYS CLOTHING REFLECTS THE POLITICAL, ECONOMIC, SOCIAL AND RELIGIOUS MORES OF THE TIMES

Recognize how fashion results from the thinking of each generation. Consider how the political, economic, social and religious factors which change living habits also change fashions.

Consider that the history of fashion is also the history of man. Analyze the statement by Shakespeare, "As good be out of the world as out of fashion." Recognize that within every new fashion there is the spirit of the age. Recall how in periods of political and social struggle, the thoughts, actions, arts and politics have been reflected in dress. Study the dress of people in history books and recognize how their dress reflected the times, such as how in early Renaissance Italy, men's clothing was very ornate; in England during the Elizabethan era, men and women both wore exaggerated styles; in the Eighteenth Century, during the Age of Enlightment, formal elegance ordered that men and women wear their hair, or their wigs, powdered gray, while brocades, satins, knee breeches and beauty spots were the style; during the French Revolution, following the Age of Enlightment, costumes were altered to the characteristic appearance of tousled hair, carelessly knotted cravats and plain fabric clothes; in the 1950's during the cold war and tension, clothes seemed to be

indicative of the desire to escape and new silhouettes, such as the chemise and trapeze, were appealing. Identify the "spirit of the times" reflected in today's fashions.

Recognize how Government restrictions, taxes, strikes, competition and inflation are some of the economic factors and conditions which influence fashions. Recognize that an extravagant, luxurious silhouette is usually fashionable when money is plentiful and the purchasing power of the dollar is high.

Discuss how wars, political events, democracy and international relations serve as some of the political sources of inspiration for fashions. Recognize that under democratic conditions, fashion grows and is expressive while in totalitarian situations where freedom of choice is limited, it is fairly inactive.

Consider how customs, education, social events, newspapers, recreation and entertaining are social means which affect clothing and reflect the times. Recognize how the large percentage of women working outside the home has resulted in "fashions for the working woman"; the large teen-age consumer group has boosted the development of teen-age fashions; the influence of college fashion consultants on the sale of youthful fashions; informal entertaining has influenced the use of casual clothes. Point out that other social events, recreation and customs have influence on fashions which are accepted, such as a presidential campaign, an outstanding celebrity, a popular Broadway play, etc., may inspire a new silhouette, new color combinations, unusual accessories, different hats or hair styles. Recall the "hair style" and silhouette inspired by Jacqueline Kennedy.

Consider ways in which religious factors may influence fashion and reflect religious mores of the times.

WAYS CLOTHING IDENTIFIES STATUS AND ROLE WITHIN CULTURAL GROUPS

Recognize that although clothing or dress emanates from the culture and reflects the political, economic, social and religious mores of the times, there are variations of dress among the individuals within a culture. Recognize that no two individuals are alike and neither are any two individuals subjected to the identical environment.

Recall how clothing is one means of identifying role and is used by some persons to give status. Discuss how through the ages within cultural groups this has been true. Point out how particular colors, fabrics and designs have been associated with class distinctions. Recall how peasants and pioneers wore rough fabrics, dull colors, and crudely cut protective clothing, while the rich wore elegantly designed clothing of finely woven brocades and satins in the beautiful colors of scarlet, purple and gold. Refer to historical accounts of laws regulating the dress of people by classes, such as the one declared by the Roman Caesars stating, "Each class shall wear robes of different colors," and the 19th Century English law ruling that, "Furs of ermine and embellishment of pearls, excepting for a headdress, are strictly forbidden to anyone not of the Royal family or a noble having upwards of 1,000 pounds a year . . . wearing of silks and embroidered garments is prohibited to persons without rank."

Discuss more recent means of identifying status and role within cultural groups, such as: the wearing of uniforms in some colleges to denote class rank; the practice of wearing freshmen caps or other apparel; the designations of rank by caps and uniform in the nursing profession; etc. Consider that some customs of the past have been held on to as a means of indicating rank and status, such as: robes worn by judges and scholars on certain occasions; religious garbs to indicate role or rank and/or faith.

Discuss how there is equality of dress today which has resulted from the development of machines and scientific production making available vast quantities of fabrics of unusual weaves, designs and finishes produced at a minimum cost which makes them within the reach of practically everyone. Recognize that the variations in dress result from the variations in environment and social activities and is expressed through differences in taste and personal choice.

Generalizations

Variations in clothing exist within a culture and among cultures.

Dress, including self-adornment, emanates from the culture, reflecting the political, economic, and religious mores of the time.

Variations exist in dress among individuals within a cultural group because of differences in status and role and because no two individuals are subject to the identical environment.

WAYS CLOTHING CUSTOMS ARE TRANSMITTED

Recognize how clothing customs (almost like the common cold) are transmitted from individual to individual and from group to group. Discuss how: fashions spread in a community from person to person; from college groups to high school groups; from high society to groups of lesser social rank.

Consider how clothing customs are also transmitted from generation to generation. Arrange a bulletin board showing fashions through the years. Observe the similarities as well as the differences. Recognize that generally fashions do not make abrupt changes each year, but change more gradually holding on to some features of the style of the past year or two and adding some new features.

Collect pictures of costumes worn by own mother and grandmother. Compare styles. Notice that some features from grandmother's costume were repeated in mother's and in present-day styles. Think about the customs of dress of grandmother's and mother's day which are similar and which are different and determine how they influenced their dress. Discuss how clothing customs are transmitted from generation to generation.

WAYS CLOTHING REFLECTS SOCIAL ATTITUDES AND VALUES

Recall how dress of various periods are reflections of the "spirit of the times." Recognize that the "spirit of the times" embodies the social attitudes and values of the people at particular times.

Discuss how the changing values in society today have been reflected by fashions, such as: the emphasis on youth has resulted in youthful fashions; the changing role of women (working outside the home) in simple and practical fashions; the changing role of men (helping at home) in showing feminine influences in men's attire, such as the chef's cap and apron; the trend toward equal acceptance of men and women has resulted in women adopting the man's shirt, slacks and tailored suits and men wearing ruffled evening shirts, pastel colored shirts and college boys wearing colored slacks as well as many of the same garments being common to both sexes, such as tennis shoes, shorts, slacks, trench coats, oxfords, suede jackets, etc.; the trend toward casual living has resulted in clothing being designed for recreation; casual wear, such as coats and slacks instead of suits; more informal attire and easy-to-care-for clothing; the effect of mass production has resulted in conformity; etc. Realize that since clothing values originate in a society, are adopted by the family and transmitted to the child, fashions will reflect the changing values of the society.

Discuss how one's values and attitudes are first acquired through the family since a child tends to believe and feel in accordance with what his family believes to be important. Consider how a child, early in life, may learn how clothing may be used to interpret to others the "image" the family wishes others to have of family members in terms of what they are. Discuss how as a child grows older, he may measure his family values and the image they convey through clothing with the values of others and modify his clothing values accordingly.

Recall how clothing may express how one thinks about many things. Consider that one's philosophy of life may be expressed to others through the kind and amount of clothing he has.

Discuss how a person's values and attitudes are expressed through clothing, such as: a lack of interest or expression in dress may give others a false impression of the wearer; a person's attitude toward cleanliness, comfort and health are seen in the way he dresses; wearing extremely low neck dresses and/or short skirts may indicate a person's moral standards. Consider how an employer often judges a person (draws conclusions concerning his attitudes and values) by his dress.

Recognize some of the opportunities through which clothing may be used by families to help teach their children sound values and how to make rational decisions. Consider the kind of values a family is passing on to a daughter when they allow her to spend three times as much for a formal which will be worn once a year as is spent for an outfit for any other family member. Think about some of the implications this situation might have, such as: "Will it make the daughter selfish?"; "Does it give a false impression which she will have a hard time breaking when she is married or earning her own clothing money?"; etc.

Discuss how an evaluation of attitudes and values allow an individual to direct his time and money toward other things which might contribute to a fuller life.

EFFECT OF INDIVIDUALS ON FASHION CHANGES

Recognize that even though fashions reflect the values of society which are the values of the majority of the people and change as the values change, some individuals are able to bring about changes depending on the power and appeal they have.

Point out that kings and queens have originated styles, thus changing the prevailing fashions, sometimes over trivial matters, such as the case of Henry II of France creating the ruff (stiff collar) in 1540 to conceal a scar on his neck. Point out other examples when they have influenced fashion changes, such as Catherine, Queen of France, introducing the hoop skirt and Queen Elizabeth of England making the 13-inch waist fashionable. Recognize the influence Jacqueline Kennedy, wife of President John F. Kennedy, had on the fashions of the 1960's and introduced the "Jackie look."

RELATIONSHIP OF FASHION CHANGE TO RAPIDITY IN CULTURAL CHANGE

Recognize that there is a relationship between the rate of fashion change and the rapidity of change in culture. Point out that since clothing reflects cultural change, it changes in accordance with it and in relation to its rate of change.

Discuss how in ancient times cultural change was slow. Point out that in Europe styles changed in the Middle Ages slowly up until the Twelfth Century. Consider that up until that time it had taken 300 years for a bodice to be buttoned up the front instead of the back and for tight sleeves to be worn rather than loose ones. Recognize that now cultural changes occur more rapidly and fashions change more rapidly.

CLOTHING AS A VALUE MODEL FOR THE MASSES

Recognize the power of fashion in clothing in shaping the behavior of people who "model" the masses. Consider how clothing may be an instrument for lifting the value level depending on the acceptance or rejection of particular fashions by people.

Generalizations

Clothing customs are transmitted from group to group, generation to generation, and from the society to the individual.

Dress takes on new meanings and attachments as the social environment changes, so similar but not necessarily identical customs are carried from generation to generation.

Some customs of dress are only folkways and conformity to these is not essential to the welfare of the group, while other customs of dress are considered mores and embody the basic moral values of the culture.

Clothing reflects social attitudes and values.

Clothing values originate in a society, are adopted by the family and transmitted to the child.

As the child matures, his clothing values are modified within the broader context of the social group.

Clothing is related to social change.

Generalizations Cont'd.

Fashion reflects the changing values of society and results from a desire for change on the part of the consumer.

Individuals who are able to challenge the status quo bring about innovation in dress which may become integrated into the culture.

The rate of fashion change is related to the rapidity of change in culture.

Clothing may present a value model for the masses, and in this sense it is a powerful instrument in shaping the values of the multitude.

RELATIONSHIP OF CULTURAL BACKGROUND TO CHOICE, ACQUISITION AND USE OF CLOTHING

Recognize that one's cultural background has an influence on the kind and amount of clothing he has as well as how he acquires it. Discuss how some persons feel that making one's clothes is a means of accomplishment and of expressing one's creative ability while others feel that constructing one's clothing is below their standards. Consider how these feelings have resulted from their cultural background.

Recognize that certain labels, terms and sources have great significance to some persons. Discuss how the term "import" means so much to some people that they will buy a garment or fabric labeled "import" regardless of quality or price.

Point out that history gives an example of an incident in which the source of a particular dye was very scarce; therefore the King declared that only the Royal Family and his court could wear the color and it, therefore, at one time sold for $10,000 a pound.

Discuss how the selection of certain clothing for its status and prestige value may be affected by its price and availability in any particular culture at any particular time.

Generalizations

The cultural background of the individual influences choices, means of acquisition and use of textiles and clothing.

Attitude toward development of skills and abilities in production and use of textiles and clothing is related to, or developed from, cultural and ethnic background.

The particular clothing selected for its status or prestige value may be affected by its cost and availability in any particular culture at any particular time.

CONTENT	and	LEARNING EXPERIENCES

CONCEPT: SOCIAL AND PSYCHOLOGICAL ASPECTS OF CLOTHING (SIGNIFICANCE OF CLOTHING AND TEXTILES)

OBJECTIVES: To help pupils to:

I. Recognize the use of clothing to reflect social stratification.

II. Understand how fashions originate and have some knowledge of the work of the fashion world.

CONTENT	and	LEARNING EXPERIENCES

USES OF CLOTHING TO SHOW SOCIAL STRATIFICATION

Recognize how fashions are one means of reflecting social stratification. Realize that among social groups certain clothing practices have become common to the group, thus indicating social levels and the attitude of the group toward clothing.

Recognize that some of the attitudes toward clothing held by the various social classes include: the upper-class thinks of clothing in terms of demonstrating wealth, and if they are secure, they may dress in simple elegant costumes and wear them over a period of years and the men may prize old outfits, such as shoes, hats, etc., and go in for elaborate casualness in dress outside of work; the semi-upper class or upper-middle class tend to place a great deal of emphasis on variety in the wardrobe; the lower-middle class family considers their clothing as a means of impressing others of their status; the lower-class family considers the functional characteristics of clothing.

Discuss how although certain patterns of clothing behavior are still evident among social classes, clothing is a less reliable indicator of social stratification today. Consider that as a result of mass production and increased income, a wider range of fashions at a more reasonable price is available to all groups. Recall that exclusive designer "originals" can be purchased and adapted and with slight variations, produced and sold to the masses for a reasonable price, thus making it more difficult to distinguish one class from another by the clothes they wear.

Generalizations

Clothing often reflects social stratification; attitudes and clothing practices differ in the various socio-economic levels.

Clothing becomes a less reliable indicator of social class as similar kinds of clothing become increasingly available to all persons.

ORIGIN OF FASHIONS

Recognize that because clothes are used to reveal one's self-concept, to impress others, to show social stratification, etc., emphasis is placed on the garments to achieve the desired goals. Realize that there are many designs from which to choose and the designs change from year to year. Recognize how a knowledge of how the fashion world works will give one

a basis for choosing fashions which will help to achieve his goals.

Consider how women anxiously await the coming of each new season to find out what will be fashionable in clothing. Discuss how "what is fashionable" influences what is bought, when it is bought and how long it is worn.

Recognize that all clothing which is bought is designed and clothing which is constructed at home is made from a pattern which was designed. Consider how fashions begin with designers and the designers in turn get their ideas from a variety of sources. Recall how economic, political, social and religious conditions influence fashions and fashions, in turn, reflect the "life of the times."

Study the history of the fashion world, recognizing that for more than three hundred years Paris has been the leading fashion center. Recognize that Paris first became the fashion center of the world because of the necessity for designing clothes for famous persons, such as Marie Antoinette and her court, who set the pattern for fashions in that day. Point out that clothing designed for other well-known people has made the designer and his designs famous. Point out that Paris has always been considered a center of culture and art.

Point out that not all designers of Parisian fashions are French, but come from other countries including Italy, Germany, Spain, etc., and therefore provide accents and ideas from other places, thus strengthening the Parisian leadership.

Recognize how fashion designers from other parts of the world are gaining recognition, such as New York, California and Dallas designers in America and Italian designers in Europe.

Discuss how original designs are modeled at a private showing for special clients and buyers for retailers and manufacturers. Recognize that these openings are very exclusive and special precautions are taken to see that the designs are not copied or sketched. Point out that later members of the press are allowed to see the "new fashions" and still later the fashions are revealed to the world of women who anxiously await to know what the new features are and what she should buy.

Point out that the dress created by a designer is known as an "original." Discuss how some originals are purchased to be sold as "originals," while others are purchased to be copied or adapted. Recognize that some designers create a design for a particular individual who can afford to pay $2,000 or more for one garment, such as a suit or dress.

Recognize that some of the clothing found in the United States was produced by the ready-to-wear industry in Europe and has a great deal of style but is priced much less than the models of the famous designers and carries with it the title of "import" which has special appeal to many women.

Consider that there are outstanding American designers who understand the needs of American women. Point out that American designers have designed clothing to meet special

needs of women through clothing appropriate for teen-age girls, college girls, young career women and clothing for special occasions, such as "casual wear," etc.

Recognize that in the United States mass production of ready-to-wear garments has put fashion in a wide price range within the reach of almost everyone.

CONSUMER'S INFLUENCE ON FASHION

Discuss how the designers who create original designs anticipate the needs of women and consider the trends or conditions (economic, political, religious and social developments) which influence designs in order to create a design which will sell. Recognize that some fashions are not accepted. Recall that in order for a design to be accepted it must be worn by the majority if it is to become a fashion. Discuss how this gives individuals an opportunity to use judgment and "good" taste in selecting styles which are becoming to them rather than merely taking what is available.

FASHION CYCLE

Realize that when a design is created, it goes through a "fashion cycle" which includes the rise, culmination, and decline in acceptance of the style. Point out that the length of the fashion cycle depends on the economic, political, social and religious conditions at the time, with some cycles lasting longer than others. Point out the necessity for considering the point on the fashion cycle when purchasing a garment so that a great deal of money will not be invested in a fashion which is "on its way out."

PROMOTION OF FASHIONS

Recognize that newspapers and magazines help to publicize a fashion. Recall how "fashion sections" of newspapers and fashion magazines show what is being worn at the present and what is forecast for the future. Point out that fashion magazines are written for specific groups, such as: teen-agers; college girls and young married women; career women; older women with a good deal of money to spend; etc. Examine the magazines directed toward publicizing fashions for own age group.

Discuss how keeping up with fashions in magazines and newspapers can help one dress in style and be able to apply knowledge of the popularity of the fashion to its point on the fashion cycle. Consider that well-designed clothing may be worn for five years or more and still be in fashion.

"HIGH FASHION"

Recognize that fashions which are extremes in design and are generally new (being worn before the fashion is widespread or has been adapted to ordinary fashion which can be worn by more people) are known as "high fashions." Recognize that very few people can afford "high fashion" garments because of their cost and because of the extreme style. Discuss how a person with skill may make their own high fashions by using designer's patterns, with appropriate fabric and trim.

Generalizations

When a fashion is created, it goes through a "fashion cycle" which includes the rise, culmination and decline in acceptance.

Fashions continually change with some outgoing, some current and some incoming fashions being worn at the same time.

CONCEPT: CLOTHING AND TEXTILES IN THE ECONOMY (SIGNIFICANCE OF CLOTHING AND TEXTILES)

OBJECTIVES: To help pupils to:

I. Understand the interrelationships of production and distribution of clothing and textiles and the consumption patterns of individuals and families.

II. Recognize the effect of economic decisions made by the Government, the clothing industry, and the consumer on the welfare of society.

INFLUENCE OF PRODUCTION AND DISTRIBUTION ON CONSUMPTION PATTERNS OF INDIVIDUALS AND FAMILIES

Recall that when a designer creates a fashion it is shown at an opening, promoted by fashion magazines, newspapers, etc., and may be sold as an "original" to be copied and adapted to be told to the masses.

Recognize that though this is the general procedure which is followed after a design is created, there is no assurance that it will be accepted by the majority of the people.

Consider that the manufacturer and the retailer cannot predict what will become fashions and, therefore, use a variety of sources including reading fashion publications, following fashion openings, studying fashion and merchandise reports, using fashion services, fashion scouts, and fashion counts to obtain some idea as to what will be worn and produce and order clothes accordingly.

Recognize that production and distribution influence the patterns of consumption of individuals and families because the garments produced and stocked in stores are those from which individuals and families make their choices.

Discuss how from what is produced by manufacturers, purchased and stocked by retailers, consumers buy what they like and approve of, therefore accepting or rejecting fashions. Recognize that what consumers approve, accept and buy is determined by their taste, social status, economic security, etc.

RELATIONSHIP OF METHODS AND RISK INVOLVED IN PRODUCTION OND DISTRIBUTION OF CLOTHING TO COST, QUALITY AND AVAILIBILITY TO CONSUMER

Consider that since manufacturers and retailers have no certain way of determining what will be accepted as fashions, they cannot afford the risk of purchasing large quantities of any particular fashion; therefore they select small quantities of a large variety of fashions from which consumers may choose, thus indicating the fashions they approve of and like.

Realize that after consumers indicate their acceptance of a fashion, it is ordered in large quantities for quick delivery; therefore the manufacturer is faced with the problem of having a wide variety of garments for sale in small quantities and at the same time to be in a position to produce certain fashions in quantity on short notice.

Recognize that fashions continually change and if a manufacturer or retailer does not sell all of the garments of a particular style on hand, money is lost. Realize that the price of clothing includes enough to cover the possible loss of garments which may not sell.

Conclude that the methods and risks involved in the production and distribution of clothing influences the quality, price, cost and availability to the consumer.

INFLUENCE OF CONSUMPTION PATTERNS OF INDIVIDUALS AND FAMILIES ON CLOTHING INDUSTRY

Recognize that the consumer has the "upper hand" in controlling fashion because when the majority makes similar choices, fashion is established. Discuss how the law of supply and demand applies to the interrelationship of production and consumption because what is bought determines what will be produced.

Consider that when the majority of the consumers make the same choice and establish fashion, the manufacturer has to adjust to the demands of the consumer and produce in accordance with what they want and will buy.

Consider that the manufacturers adjust their production in keeping with not only the kind but the amount and quality of clothing and the price the consumer will pay for it. Recognize that if the consumer consistently passes up "poor" quality and selects "good" quality in fabric and workmanship, then "good" quality merchandise can be found on the market and in like manner if "good" quality is passed up for "poor" quality, "poor" quality merchandise will be produced. Conclude that manufacturers and distributors will adjust the quality of merchandise in accordance with the amount of money consumers will spend.

Consider other factors including political, social, psychological and geographical in nature which influence production and consumption. Recall that through the years political factors have influenced what was bought and consequently what was produced. Consider how in times of war and political crises clothing consumption is restricted and during periods of freedom, style indicates the "free" feeling and more clothing is purchased. Recall the many social and psychological associations with clothing and consider their influence on the production and consumption of clothing.

Recognize the influence of geographical location on what is produced and bought. Consider

how in the South more light clothing, such as cottons, is worn for a longer period of time, while in the North heavier clothing is worn for longer periods of time. Consider that in various sections of the country the styles may differ. Recognize that the fashions which are worn on a college campus in the West may not be stylish on a college campus in the East, while "formal" wear may be casual in one section of the country and dignified in another section. Consider how clothing is higher in some seasons and in some sections of the country than in others.

EFFECT OF ECONOMIC DECISIONS ON THE WELFARE OF SOCIETY

Study the history of the production of clothing to identify the status of the garment worker. Recognize that manufacturers at one time worked their employees in overcrowded, poorly ventilated and lighted rooms, in unsanitary conditions, for long hours and poor wages in order to produce inexpensive garments which were demanded by consumers.

Discuss how these "sweat shops" have been replaced with power sewing machines, sanitary conditions, neat surroundings, good lighting, comfortable chairs, reasonable wages and working hours.

Recognize that in 1938 the Fair Labor Standards Act set up minimum wages and maximum working hours for both men and women, which helped improve the conditions under which clothing is produced.

Consider that if consumers insist that the clothing they purchase be produced under desirable conditions, such conditions will be provided. Recognize that some garments carry a tag stating that they were produced under good working conditions.

Recognize that there are private and Government agencies which endeavor to provide information for consumers for their information, satisfaction and protection. Identify some of the non-commercial organizations, such as: Consumer's Research and Consumer's Union; educational groups, such as the American Home Economics Association and the American Association of University Women; and other organizations including the National Retail Merchants' Association, the National Better Business Bureau, the American Standards Association and the Federal Trade Commission.

Recognize that some of the Legislation and Trade Practice Rules which provide the consumer with honest, reasonable and accurate information include the Wool Products Labeling Act of 1941; the Fur Labeling Act of 1952; the Flammability Act of 1954; and the Textile Fiber Products Identification Act of 1960.

Consider that these agencies and organizations and the government legislation have as their purpose, protection for the producer as well as the consumer. Recognize that as the consumer demands and the producer meets high standards in all phases of clothing production, the welfare of society will be improved.

WORLD ECONOMY AND THE CLOTHING INDUSTRY

Recognize how world markets and the constant flow of imports and exports have influenced both the fashions of nations and their economy. Recognize that American-made clothing is worn in almost every nation and articles of cloth-

ing made in many other countries are on the market in the United States. Consider how the patterns of consumption in each country, therefore, influence the cost, quality and availability of clothing to individuals and families everywhere due to the complex interaction of the world economy.

Generalizations

Production and distribution of textiles and clothing influence consumption patterns of individuals and families.

Methods and risk involved in the production and distribution of textiles and clothing influence the quality, cost, and availability to the consumer.

The textiles and clothing industry is affected by the consumption patterns of individuals and families.

Consumer response to fashion change forces adjustment in the clothing industry.

Producers and distributors adjust the quality of clothing merchandise to the amount of money consumers will spend.

Political, social, psychological and geographical factors influence what is produced in the textile and clothing industry.

Economic decisions made by governments, the clothing industry and by consumers affect the welfare of society.

The complex interaction of the world economy, the clothing industry and consumption patterns affect the cost, quality and availability of goods to individuals and families.

CONCEPT: CLOTHING BUYMANSHIP FOR THE FAMILY (ACQUISITION AND USE OF CLOTHING AND TEXTILES)

OBJECTIVES: To help pupils to:

I. Understand the factors involved in making clothing decisions.

II. Recognize the resources available for meeting clothing needs.

III. Develop increased ability to select ready-made garments (garments not included in Advanced Home Economics).

CONTENT	and	LEARNING EXPERIENCES
FACTORS INVOLVED IN MAKING RATIONAL CLOTHING DECISIONS		Discuss the factors which affect the decisions made concerning one's acquisition of clothing and their consequent effect, such as:

- One's needs and desires have influence since one may let "what he wants" get confused with "what he needs."
- Family composition influences clothing decisions since the number, age, sex and occupation of family members determine the amount of clothing needed.
- Stage of the life cycle has bearing since the amount of clothing one needs is related to one's stage of the life cycle, such as older persons generally need fewer clothing than younger, more active persons.
- Resources (human and non-human) influence decisions in relation to: whether to buy ready-made clothing, make own clothing or both; amount and kind of clothing to buy; etc.
- Stage of the fashion cycle (rise, culmination and decline) may influence the consumer's decision to buy in accordance with whether he values high style or lower prices.
- Mobility of people has influence since people who move frequently generally buy fewer clothing.
- Climatic conditions have an influence since people living in warm climates may have lighter, cooler and perhaps less expensive clothing while persons living in colder climates may have fewer, more expensive clothing which lasts longer.
- Social environment is to be considered since persons who are active socially require more clothing for special occasions than those who do not participate actively in social affairs.

Discuss how clothing decisions may be affected by the interaction and emotional interdependence of family members. Recognize that some decisions are made by each family member in relation to his judgment, for example: a teen-age family member has "feeling" about his clothing and wants to dress like other teen-agers, therefore chooses clothing "to belong." Consider that a teen-ager's clothing selected by the mother not in accordance with teen-age standards may cause conflict.

Recognize why some adult family members who are emotionally dependent may try to satisfy their feeling of being needed by making decisions for other family members rather than giving the other members an opportunity to experience making decisions and developing judgment and emotional independence. Discuss what clothing decisions may be made by each family member which will help them to gain emotional independence.

Recognize that since one may express what he is, does and believes through dress, clothing choices reflect one's self-concept. Discuss how a person who "values" his social standing in a community may spend a great deal of money on clothing for social occasions and otherwise, while the person who "values" practical, simple things may place more emphasis on having only a few basic, comfortable items of clothing. Discuss how the clothing one chooses is affected by the clothing goals he has and their relative importance to him.

Consider that a person may have as his clothing goal to be strikingly and individually dressed, while another person has as his clothing goal to be comfortably, becomingly and

inconspicuously dressed. Realize that each individual may or may not spend the same amount of money for his clothes, depending on values, goals and resources.

Consider that one's clothing goal may vary according to his other goals. Recognize that at certain times in life it may seem necessary to have more clothes, for example: a high school girl needs more clothes than a boy in elementary school; a man who travels may require more clothes than he would if he did not travel; etc.

Generalizations

Factors involved in making clothing decisions include one's needs and desires, family composition, stage of the life cycle, resources, stage of the fashion cycle, mobility of people, climatic conditions and social environment.

Decisions made in regard to clothing are affected by the interaction and emotional interdependence of family members.

Choices made in the acquisition and use of clothing are influenced by one's value patterns and the relative importance of his various clothing goals.

RESOURCES AVAILABLE FOR MEETING CLOTHING NEEDS

Recognize resources available for meeting clothing needs including available goods and services, purchasing power, personal information, ability, time and energy. Discuss each resource and its effect, such as: available goods and services determine what is on the market and give one a range in price, quality and style from which to make choices; purchasing power determines how much one can buy or how far the dollar goes, recognizing that certain clothing is more expensive at some times than others depending on the supply of goods and demands, point on fashion cycle, etc.; personal information includes the knowledge one has through advertisements, labels, etc., which he may use to help him make choices in keeping with anticipated needs; ability, time and energy are the personal resources one has at his disposal to use as he sees fit to meet his clothing needs (for example: to buy or to make a garment; to plan for shopping or to shop haphazardly); etc.

Recognize that the availability of one's resources for use in meeting clothing needs is related to his allocation of the resources to other individual and family needs. Discuss how a mother who works may devote her personal resources of time, energy and ability to cooking for her family and spending time with them socially rather than using her time, energy and abilities after work to make their clothes, recognizing that ready-made clothing may cost more than constructing them at home.

Recognize information provided by agencies and industry in the form of labels, advertising, etc., which may be used in helping the individual predict the performance of clothing.

Review the types of labels and information on them. Study the kind of information found in newspapers, magazines, radio, TV, etc. Discuss how this information is a valuable resource which may be used by the consumer to assist him in selecting clothing to meet his needs.

Generalizations

The resources available for meeting clothing needs include available goods and services, purchasing power, personal information, ability, time and energy.

The availability and use of resources for achieving clothing goals are related to the allocation of resources to other individual and family goals.

The information provided by agencies and industry through labels, advertising, etc., is one resource which may assist the consumer in predicting performance of textiles and clothing.

COORDINATION OF READY-TO-WEAR CLOTHING

Recognize how the ability to coordinate articles of clothing may help one in achieving distinctive dress through relating clothing to the life he leads and expressing his personality through clothing design. Consider how planning clothes to "go together" may enable one to achieve wardrobe unity with variety and economy.

COORDINATED WOMEN'S CLOTHING

Discuss the "costume" approach and the "basic" approach to planning an outfit. Identify the "costume" approach as the selection of specific items for a certain outfit but not necessarily planned to be worn with other items in the wardrobe. Identify the "basic" approach as the selection of items that are interchangeable and may be worn with other items in the wardrobe. Recognize that the "costume" approach may give one a more complete and unified costume since time has been devoted to specific planning for the coordination of each item making up the costume. Discuss how the "basic" approach will probably require more planning in an effort to select items which may be used interchangeably.

Consider how coordinating an outfit involves both achieving unity in the clothing design and achieving unity between the clothing design and the wearer. Recognize factors influencing the selections to achieve unity of clothing design with the wearer which may be classified as those "within control" and those "beyond control." Identify the "within control" factors as "becoming" color, texture, hat, neckline, jewelry, fit, line, scale and proportion, skirt length, hosiery, shoes, etc., and the "beyond control" factors as skin coloring, skin texture, skin features, personality, size, figure assets and irregularities, hands and arms, leg shape and size, foot shape and size. Consider how the "beyond control" factors may be modified through clothing. Consider that coordinating individual parts of a costume to design "a unified look" may begin with considering one's personal attributes and reviewing what points will be played up and which ones will be camouflaged or modified.

Discuss how the coordination of the elements in the costume design may begin with the structural item (dress, coat or suit) or may begin with decorative items (hat, jewelry, bag, etc.). Recognize how the starting item may influence the choice of items to go with it, such as rhinestones do not suggest a heavy tweed. Discuss why when starting with a decorative item one may not wish to select other decorative items until the structural design has been chosen. Consider how the decorative items may be selected to accent, modify and/or unify the lines, shape, texture and color of the structural item (coat, dress or suit).

COORDINATED MEN'S CLOTHING

Recognize that for the purpose of coordination, men's clothing is grouped into categories, including business, sport, leisure and formal wear. Consider that the type clothing included in each group may vary according to locations, such as business apparel may mean a suit in one place and sport coat and slacks in another place.

Identify the "within control" features of men as becoming color, texture, hat, shirt collar, tie, fit, drape and cut, scale and proportion, jacket length, shoes and socks and the "beyond control" features as skin coloring, skin texture, facial features, personality, size, figure assets and irregularities.

Recognize that in coordinating clothing design with the wearer, men, too, assess their attributes and liabilities and consider how clothing may enhance or modify them.

Discuss the coordination of clothing design beginning either with a basic structural item (suit, coat or slacks) or with a decorative item (hat or tie). Recognize how the suit gives the dominance of line, shape, color and texture to a man's costume and the tie is chosen as an accent or matching accessory in relation to personal coloring, shirt and fabric of suit.

SELECTION OF MEN'S AND BOYS' SUITS AND COATS

Invite a representative from a department store or a men's clothing store to discuss the factors to consider when selecting men's and boys'clothing. Recognize that although the individual criteria for judging certain styles of suits and coats may vary, there are basic criteria which apply to the purchasing of all coats and suits (men and women). Identify these factors as fabric, workmanship, design and fit. Recognize that a "good" suit or coat is constructed of quality fabric which is appropriate for the design, the person and the occasion; has quality workmanship; and fits so that it is becoming and comfortable.

Study the considerations in selecting coats and suits and their significance, such as: fibers have an influence on the appearance, durability, use, etc.; interfacings protect and reinforce the outer fabric, the drape of the collar and lapels, etc.; interlinings provide warmth; linings over the inside construction ease the strain on the fabric when sitting, help prevent stretching and wrinkling; trim and notion are an indication of quality and influence the care required by the garment; performance influences appearance and continued use and satisfaction with garment; construction may make the difference between a "good" and "poor" suit; silhouette indicates whether the garment is in style; fit influences comfort and appearance; care affects the appearance, use and satisfaction; size varies from manufacturer to manufacturer.

Arrange a display of pictures showing the fashion changes in men's suits in the past years. Observe that in 1933 the style included the double-breasted, waist-hugging jacket and wide-kneed trousers; in 1937 the style had changed to a looser jacket and tapered trousers; in 1947 the style was a bigger, broader, bolder look with a full drape; in 1961 the silhouette presented a streamlined appearance. Identify the current style.

Consider that since the suit is basic in a man's wardrobe, factors, such as line and silhouette, fit and color, are major considerations. Recognize that men are also "fashion conscious," therefore consideration is given to his clothes in relation to fashion. Realize that the silhouette changes in men's clothes result in changes in shoulder widths, amount of fullness and length of jacket, while the changes within the silhouette include single or double breasted; placement of buttons; lapel and collar width and roll of lapel; pockets and their placement. Consider that the trouser details are concerned with the amount of fullness, location and style of pockets and the taper of the legs, the presence or absence of cuffs and the width of cuffs.

Discuss the criteria for determining the fit of men's suits and trousers and the effect of proper fit.

Study the appropriate dress for men for various occasions, such as: business wear; daytime wear (formal, semi-formal, informal); evening wear (formal, semi-formal, informal); sportswear.

Recognize that men's suits are sized according to chest measurement and for a variety of "body" types including for short men, the short regular, short stout, short portly and extra short; for tall men, long, long stout, long portly, medium long and extra long; for men of average height, regular, stout and portly.

Discuss the selection of men's and boys' clothing apparel in relation to their occupation and activities.

Recognize the differences in the type and amount of clothing selected for boys. Consider the difference in the manner in which boys prefer their clothing to fit. Recognize the relationship of the style and fit of boys and men's clothing to the current fashion.

Arrange a display of styles of men's and boys' coats. Learn to recognize the various styles and types of coats.

SELECTION OF MEN'S AND BOYS' SHIRTS

Arrange a display of shirts or pictures of shirts showing the variety in fabrics, colors, collars and cuffs. Recognize that fashion change is slow in shirts and it is observed in collars, cuffs and sleeves and the color and kinds of fabric.

Observe that shirts have a variety of collar styles differing in shape, spread and slope. Recognize that men and boys have the opportunity to choose the style collar which will be most flattering to the length of the neck and the features of their face, considering that the long pointed collar flatters the full, round face; the short, wide-spaced points are be-

coming to the oval face; the low slope collar is best for the person with a short neck because it does not cut the neck length; the high neck-band collar is suitable for the person with a long neck; the buttoned-down and round collars give a youthful, casual appearance.

Observe cuff styles as straight cuff, button cuff or French cuff.

Consider that quality shirts have the sleeve cut in one piece, with the sleeve tapering toward the cuff and the fullness controlled by pleats into the cuff rather than uneven gathers. Recognize that a quality shirt is tapered at the waist in accordance with the neck and sleeve size, is sufficiently long when tucked in and has a gusset at the lower edge where the side seams join.

Examine shirts to notice that they are made from a variety of fabrics, including knits and many wash-and wear fabrics. Discuss how the fabric influences the comfort and durability. Recognize that the fiber and yarn, the way the yarn is woven, the evenness and firmness of the weave and the finish have an effect on the durability. Observe the difference in fabric for dress shirts and sport shirts.

Recognize the care required for the different fabrics. Discuss the relationship of the care to the durability and appearance of a shirt.

Discuss how shirts are sized according to sleeve length and circumference of neck. Demonstrate how to determine proper sleeve length and neck size. Show how to find the shirt size on shirts. Point out that on short sleeve dress shirts, only the neck size is needed and that many casual sport shirts are sized as small, medium and large.

SELECTION OF MEN'S AND BOYS' NECKTIES

Consider that a man's necktie deserves special consideration because of its effect on the overall appearance of the person wearing it. Recognize that a necktie may complement a man's suit, his personal coloring, personality and taste in clothing. Recognize that the color of a tie is generally selected to enhance the wearer's coloring and the colors of his suit and shirt.

Discuss some of the personality associations with men's neckties, such as: white—a "wolf"; printed silk—a tightwad; tie matches suit—timid soul; off-beat color—a "lady-killer"; small pattern brocade—a coward; maroon—a conformist; hand-woven—prefers sports to women; small, neat knot—shifty, untrustworthy; bow tie—very unconventional.

Look at pictures of the various sizes of ties. Recognize that they may vary in width and may have pointed or square ends. Consider that ties may be purchased in lengths as much as four inches longer than the average for tall, long-waisted men and boys. Recognize that the design of a tie involves the width, pattern of the fabric, the way it will be tied and its relationship to the kind of collar with which it will be worn. Recognize that many boys and men wear bow ties from time to time. Consider that ties may be purchased which are pre-tied and hook on to the collar of a shirt.

Recognize the qualities desired in fabric for a tie, including resiliency so that it will give

a neat knot and stay in place and fabric which will not shrink or stretch easily. Consider that ties should be cut on the bias.

Generalizations

Planning clothes which "go together" may enable one to achieve wardrobe unity with variety and economy.

Factors to consider in selecting ready-made clothing include fabric, workmanship, design and fit.

SELECTION OF CHILDREN'S CLOTHING

Discuss commercially made clothing for children under school age as one of the fastest growing areas in the clothing industry. Recognize that at one time nearly all children's clothes were made at home and infants' clothing was hand made.

Discuss how the selection of children's clothing requires special consideration since their clothing is related to their growth and development. Consider how clothing which allows a child to help dress himself, helps him in his growth as he learns to do things for himself. Recognize that a child's clothing may help him in his emotional adjustment in the way he feels about his clothing. Recognize that children possess common sense about their clothing needs and deserve the right to have their ideas considered.

Point out the value in giving a child an opportunity to help select his clothing in accordance with his age and ability. Consider how giving a child a choice between several items which are acceptable will help him in developing judgment about clothing selection.

Recognize that children, like adults, are sensitive about their clothing and have the same desire as adults to be dressed like their peers. Consider how conflicts may arise when parents object to having their children wear what the "other" children are wearing.

GENERAL CRITERIA FOR SELECTION OF CHILDREN'S CLOTHING

Identify criteria which apply to the selection of clothing for children at all stages of development, such as: comfort, easy care, attractiveness and fashion.

Recognize how fabric influences comfort, such as providing the necessary warmth or coolness without scratching or irritating the skin. Consider how cut and trim of the garment (dangling ribbons) may influence body movement and safety. Recognize how fit (too big or too little) influences comfort.

Discuss the effect of "easy care" on the child as well as the mother in caring for the garments.

Consider that many of the same factors influencing the attractiveness of adult clothing applies to children's clothing, such as: colors which are becoming in relation to personal

coloring; lines which emphasize desirable features and camouflage undesirable features; designs and features which create the "mood" desired, such as bows, frills and lace for little girls or daintiness through delicately printed fabric.

Recognize that fashion in children's clothing follows that of adults. Identify features of the current fashion of adults' clothing in children's clothing. Consider how this helps a child begin to develop a self-concept and express himself as he identifies himself and his role in relation to the adult world.

SELECTION OF INFANTS' CLOTHING

Arrange a display of infants' clothing. Include the variety and kind to be used in the study of infants' clothing which follows, showing "good" and "poor" standards for evaluation purposes.

Recognize that the clothing needs of an infant is limited to a few items which are necessary for his protection and comfort during the early months of his life while his activities are basically concerned with eating and sleeping. Determine the kind and amount of clothing needed by an infant.

DIAPERS

Consider that the first item of consideration for a baby is generally diapers. Recognize the qualities desired in a diaper as softness, lightweight, absorbency, easily washed and quick drying. Examine samples of diapers made from fabrics generally used for diapers (birdseye, gauze, knits and flannelette). Recognize that cotton is the most satisfactory fiber for diapers since it is easy to wash and can be boiled if necessary.

Observe the various shapes in which diapers may be purchased including rectangle, square and fitted shapes. Note the features of each kind which allow for protection and growth of the baby. Observe other variations including methods of fastening.

Study the use of disposable diapers. Show how they pin on like regular diapers and have a soft cotton surface to protect the baby's skin. Examine a variety of kinds. Discuss use of disposable diapers, such as: liners in fabric diapers to reduce staining and to make laundering easier; in cribs as a protective pad for bedding; use when traveling; etc. Evaluate their use in relation to cost.

Investigate the availability of diaper service in own area. Determine cost of the service and compare its use with purchasing and care of diapers.

PROTECTIVE PANTIES

Consider use of protective panties as diaper coverings to help keep clothing and bedding dry. Recognize the types of protective panties as waterproof type and wool knitted type known as "soakers." Compare the two, recognizing that when using the waterproof type the baby's skin must be watched carefully since this type does not allow ventilation and a rash may develop, while the knitted type allows more circulation of air than plastic or rubber. Examine samples of the types of protective panties, noting that they come in a variety of styles (bloomers that pull on or snap on) and fabrics (silk, acetate, nylon, arnel,

plastics, latex) and plain or fancy styles. Recognize that protective panties should be washable and soft to the touch.

SHIRTS—KNIT SHIRTS AND DIAPER SHIRTS

Consider the use of a shirt to give added protection from sudden temperature changes. Look at samples of shirts, noticing that they may be double-breasted or the "over-the-head" type. Compare the two, recognizing that the double-breasted type may be fastened with tie tapes or grippers, have diaper tabs and will expand with the baby's growth, therefore is more serviceable than the "over-the-head" type. Point out that all shirts should have smooth seams, sleeves that allow freedom for movement and be made of soft, fine cotton knit.

Recognize that the knit shirt may not be worn in the summer and is often replaced by a diaper shirt made of leightweight batiste which should have ample armholes, pin tabs, front openings and a neck which does not bind.

KIMONO

Consider how a kimono may be used as a nightgown or as a wrapper after a bath or for daytime wear. Observe different style kimonos including those with kimono sleeves, raglan sleeves, tie tapes, grippers, front and back openings. Recognize the safety hazard of ribbon ties. Recognize that a kimono is easy to put on and take off, easy to care for, allows freedom for movement and growth with the baby.

NIGHTGOWN

Look at samples of nightgowns, noting that they, like other infant wear, come in several styles. Recognize that they may close at the bottom with a draw string or fold over; may open up all the way down the front or only partially way down the front, may or may not have mittens.

Point out that an advantage of a gown is that if a baby kicks out from under the cover at night he is still protected. Consider that a gown should be long enough and wide enough to permit movement and comfort. Recognize that the gown which opens completely down the front is more easily put on than the one with only a partial opening. Consider that the nightgown, unlike the kimono, will have to be changed each time the diaper is changed unless the baby is wearing protective panties.

SACQUES AND SWEATERS

Realize that sacques and sweaters serve the purpose of additional warmth and as a decorative item in the baby's wardrobe. Examine samples of sacques noticing that they are loose fitting and may be made of a variety of fabrics, such as cotton knit, brushed rayon, terry cloth, etc. Point out that those fastened with grippers are preferable because of their ease in fastening. Consider that a sweater for a baby should open down the front and should be soft or be lined.

SLEEPING BAGS

Discuss the use of a sleeping bag to keep a baby warm and covered through the night. Discuss how the long openings make it easy to put the baby in them. Consider how they

will grow with the baby in length and in width. Identify sleeping bag fabrics, including wool, Acrilan and cotton.

BIBS

Recognize that bibs are selected to be practical and easy to care for. Point out that a fabric which is absorbent, such as terry cloth, is desirable and those which are plasticized provide greater protection. Recognize that bibs vary with the size of the child since an older child requires a large bib for protection.

Examine bibs, noting that they fasten with grippers or tie with strings. Recognize that those with gripper fastenings which can be adjusted are serviceable because they can be adjusted to the child and eliminate tying of strings.

BONNETS AND HOODS

Discuss how bonnets are designed for the protection of the baby's head in hot weather and for warmth in cold weather. Observe samples of bonnets noticing the variety of styles. Recognize that bonnets made of woolen fabric need to be lined and all bonnets should be washable and easy to put on.

DRESSES

Examine baby dresses in a variety of styles. Consider that regardless of the style, a baby dress should be designed so that it has full-length openings, smooth seam finishes and fullness from the shoulders to allow freedom of movement. Recognize that fabric for baby dresses should be soft, light in weight and easily laundered with the trim having the same qualities.

Consider that "panty" dresses and topper sets for boys and girls are serviceable and are available in a variety of designs in cotton knits which are absorbent, easy to care for, and require no ironing.

SELECTION OF CLOTHING FOR THE TODDLER

Arrange a display of garments showing the kind and variety of garments available for the toddler.

Discuss how children grow rapidly and as they grow their clothing needs change in size and kind. Consider how clothing should allow room for crawling and moving about and be durable enough to withstand wear. Recognize how checking frequently on size of clothing will insure proper fit when the child is growing rapidly. Recognize some of the after effects of clothing which is too small.

Discuss that at this time in a child's development he is crawling and learning to stand and walk. Recognize types of clothing needed at this stage, such as: creepers and sunsuits (for summer); slip-over T-shirts and sweaters; knit trousers and shirts; overalls that open with snap openings at the legs and crotch to allow easy diaper changes; jackets and hats for outdoor play in winter.

Study characteristics of clothes for the toddler, such as: fabric with softness, absorbency and stretch for easy movement; sturdy and durable; fastenings which are easy to close and

straps that are shaped and guarded so that they will not slip off during play or hang onto furniture when baby is crawling. Identify fabrics which are satisfactory, such as knits, seersucker, denim and corduroy. Recognize that the clothing should be easy to care for.

SELECTION OF CLOTHING FOR THE PRE-SCHOOLER

Arrange a display of clothes appropriate for children at this stage of development. Discuss how pre-school children are anxious to learn to dress themselves so clothing which provides self-help features not only saves time for the mother but gives the child an opportunity to feel a sense of accomplishment. Recognize self-help features, such as: openings which make putting a garment on easy; openings located where the child can reach them; sleeves that are easy to get into; fastenings such as buttons which are large enough for the child to handle. Recognize that many of the desirable self-help features of these garments contribute to ease of care.

Recognize design features which increase the length of wear of clothing at this age, such as: wide hems on girls' dresses; sleeves that may be let out; style of sleeves (raglan or kimono) which eliminates a definite shoulder line; adjustable shoulder straps; waistbands that allow for additional growth in skirts and trousers; dresses that hang from a yoke or from the shoulder line with no definite waistline seam.

Consider how sturdy, durable fabrics, strong construction, well-made and securely attached trim and fastenings are other features contributing to the life length of the clothing of this age group.

SELECTION OF CLOTHING FOR THE SCHOOL-AGE CHILD

Consider that when a child reaches school age there is an increase in his activities and a change in the kind and amount of clothing needed. Consider that as the child attends school, he is faced with varying weather conditions, hard play and more social activities which require a wider variety of wearing apparel in order to be appropriately dressed for all occasions. Identify rainwear, cold-weather coats and jackets, trousers, etc., as need additions to his wardrobe.

Consider that the opportunity to mix and match provides variety. Recognize that a wider variety of clothing is required to meet the needs including school clothes, play clothes for after school, and dress-up clothes for parties, Sunday School and church. Consider that boys at this age wear things out quickly.

Discuss the need for proper fit, recalling how some clothing may be purchased too large so that a child may "grow into it." Recognize the fallacy in this method because a child may wear out such a garment before "it fits" or since he grows so rapidly the garment which was too large and did not fit this year may be too small next year, therefore leaving the child in a position of never having a garment that actually fits.

Discuss the relationship of fit to comfort and appearance. Consider how a garment which is too large will slip on the body and is not comfortable while one which is too small is uncomfortable and binding. Conclude that it is desirable to have fewer items of clothing that fit than many which do not fit.

CONTENT	and	LEARNING EXPERIENCES

Recall the relationship of clothing to one's behavior, one's self-concept, role and group identification. Recognize the significance of listening to a child's opinions about his clothng and observing customs of clothing of children of the same age group. Discuss how a child who dresses differently from the group is forced to be on the defensive.

SIZING OF CHILDREN'S CLOTHING

Discuss how in the past it was difficult to purchase children's clothing to fit because of the variations in size from manufacturer to manufacturer. Recognize that because of studies done by the Department of Commerce, many manufacturers produce clothing for children according to height and weight, making it possible to more nearly fit a child. Discuss that many retail buyers will buy children's clothing sized only according to height and weight. Recognize that if consumers would demand more uniform sized clothing from all retail stores, manufacturers would produce clothing of uniform size.

Consider that when purchasing trousers for boys, it is necessary to have the waist and inseam measurement as well as height and weight.

Secure a chart from a department store showing Infants', Toddlers', and Children's sizing in relation to height and weight and charts for Boys' and Girls' sizing by body measurements and weights.

Generalizations

In the selection of children's clothing, consideration of the developmental needs may aid in the selection of clothes which will contribute to independence, comfort, durability in relation to expected use and self-concept.

CONCEPT: NATURE OF TEXTILES

OBJECTIVE: To help pupils develop some understanding of the physical characteristics of textiles related to clothing.

CONTENT	and	LEARNING EXPERIENCES

SIGNIFICANCE OF A KNOWLEDGE OF TEXTILES

Arrange a bulletin board with samples of various fabrics with a title, such as "What Am I?" or "What's in A Fabric?," to create an interest in learning about the physical characteristics of textiles.

Consider how today with the ever-increasing number of textile fibers which are used in fabrics for wearing apparel it is becoming more significant to have information on fibers in order to choose wisely from the many different ones available. Recognize that textiles play a major role in making possible the patterns of living of today's families. Consider that textiles are to be used, understood and appreciated. Point out that along with the beauty of textiles for clothing and one's surroundings that serviceability and suitability are factors

to be considered. Consider some of the reasons for knowing the characteristics of textiles, such as: helps individuals and families in making choices which increase satisfaction gained from use of human and material resources; assists in predicting performance of clothing and textiles; influences the extent of one's use of clothing (in a wardrobe); etc.

DEFINITION OF FIBER

Recognize that there are many individual properties which combine to influence the manner in which a fabric performs. Point out that one of these properties is the fiber. Discuss how each fiber has physical and chemical properties which affect its performance in a fabric. Define fiber as the raw material from which fabrics are made. Ravel a strand from an unfinished seam or a sample of a heavy fabric. Holding the strand with one hand untwist the other end until the strand is loose, then pull it apart into its individual fibers. Recognize that millions of fibers go into making fabric.

FIBER CLASSIFICATIONS

Natural fibers
Manufactured fibers (man-made)

Discuss how fibers are classified as natural fibers and manufactured (man-made) fibers. Study the natural fibers to understand the difference in the cellulosic and protein fibers. Point out that the cellulosic fibers include the plant fibers of cotton, flax, hemp, jute and ramie and the protein fibers include the animal fibers of silk, wool and specialty hair fibers. Examine these fibers under the microscope. Study about each of them determining their characteristics and uses. Recognize that as a group, plant fibers tend to be cool, wrinkle easily, withstand high temperatures and launder well and animal fibers tend to be warm, resilient, elastic and absorbent.

Examine samples of fabrics made from each of these fibers, such as cotton—batiste, broadcloth, chambray, chintz, corduroy, denim, gingham, Madras, muslin, oxford cloth, percale, terry cloth, etc., and wool—felt, jersey, gabardine, serge, suede cloth, tweed, velour, etc.

Recognize that in recent years new manufactured fibers have been introduced to the public. Consider that new fibers have been created as a result of man's understanding of fiber structure and the application of this knowledge to create new fiber-forming substances of various types and to control the substances in order to create various fibers of different behavior and appearance.

Consider that although there are many manufactured fibers, they can be placed in a few groups or classifications. Recognize that the groups have some similarities and some differences. Discuss how each group has certain advantages and limitations and that fibers of the same group, but produced by a different company, may have certain properties in varying degrees. Recognize that there are enough family traits in common to the groups that it is desirable to become familiar with their characteristics in the interest of wise selection and satisfactory use. Study the groups of manufactured fibers to identify their characteristics and to be able to recognize the Trademark name of many of the fibers within the group, such as: Acetate: Avisco Acetate, Celanese Acetate, Estron, Chromspun, Arnel, etc.; Acrylic: Acrilan, Creslan, Zefran, Orlon, etc.; Azlon; Glass Fibers; Metallic; Modacrylic: Dynel and Verel; Nylon: Caprolan, Antron and DuPont Nylon; Nytril; Olefin; Polyester: Dacron, Fortrel, Kodel and Vycron; Rayon: Viscose, Cuprammonium, Fortisan, etc.; Rubber: Lastex, Lactron, etc.; Saran; Spandex: Lycra and Vyrene; Vinal; Vinyon.

Conclude that as a group manufactured fibers tend to be strong and durable, wrinkle-resistant, non-absorbent, melt at high temperature, dry quickly, and resist chemicals, moths, bacteria and weathering.

Examine fabrics in garments worn by individuals and fabrics available in stores and identify them according to fiber and fabric. Learn to recognize common fabrics by sight and feel.

IDENTIFICATION OF FIBERS

Since the fiber is one of the properties influencing the performance of a fabric, consider the significance of being able to identify the fiber, through labeling and through tests, such as: burning test will determine if fibers are different in warp and woof; the alkali test shows the presence of rayon, cotton, linen and nylon when combined with silk or wool; the acetone test distinguishes acetate from rayon; etc. Study how different fibers behave when burned and try the burning test on several fibers.

BLENDS AND COMBINATIONS

Reflect on the emphasis which has been placed on "fabric blends" and "combination fabrics" in recent years. Consider the many varieties of these on the market. Determine the difference in "fabric blends" and "fabric combinations" pointing out that "blend" is mixing fibers before spinning and "combination" is combining yarns of a single fiber in the weaving.

Study how the Textile Fiber Products Identification Act which became effective in March 1960 requires that the proportions (by weight) of the various fibers in a textile product must be given on the label. Discuss the significance of reading the label and identifying this information as a means of studying the characteristics of the fibers in order to determine performance of a product.

Recognize how advantages of different fibers are obtained by combining them. Take account of the fact that some characteristics of fibers may not carry over to the finished product if blended or combined with other fiber(s) or modified during some stage of the manufacturing process. Recognize that the best blends are those which use the proportions of the fibers in amounts so that both fibers used contribute to a balance of properties that will give optimum performance in the completed fabric.

Generalizations

Each fiber has physical and chemical properties which affect its performance in a fabric.

Fibers vary in such properties as length, luster, resiliency, strength, crimp, etc., and also in their reaction to such conditions as light, moisture, temperature, stress, etc., and the length of time subjected to these conditions.

Generalizations Cont'd.

Some characteristics of fibers may not carry over to the finished fabric if blended or combined with other fiber(s) or modified during some stage in the manufacturing process.

Fibers may be modified both chemically and physically to produce desirable characteristics for specific end uses.

DEFINITION OF YARN

Consider that another property of a fabric which influences the manner in which it performs is the yarns from which it is made. Recognize that all fabrics (except plastics and fabrics made by felting or bonding) are made through the use of yarns. Study how yarns are made by twisting fibers or filaments together by a process called spinning. Consider that yarns are classified according to length as filament and staple fibers. Point out that filament fibers are long and staple fibers are short.

EFFECT OF YARN ON APPEARANCE, DURABILITY AND TEXTURE OF FABRIC

Recognize how differences in yarns affect the appearance, durability and texture of fabrics.

Discuss how staple fibers are carded (a process for straightening short fibers and getting rid of extremely short fibers which might pull out in a piece of fabric) before they are spun into yarns. Examine a sample of unbleached muslin and denim as examples of cotton fabric and a sample of tweed as a woolen fabric which has been straightened by the carding process. Recognize that these fabrics have a somewhat rough texture. Discuss how fabrics may undergo an additional process known as combing, which will straighten them out even more before they are spun into yarn. Examine a sample of combed cotton and wool gabardine. Notice that they are smoother and less fuzzy than fabrics made from carded yarns and are usually stronger. Consider that yarns made from filaments are smoother and more lustrous than yarns made from shorter fibers. Notice that they are not fuzzy and may even be slippery. Point out that silk is a natural filament fiber.

Recognize that a manufactured fiber can be as long as the manufacturer wants it; therefore, it can be used as a filament fiber or it can be cut up into short lengths, grouped together and spun into yarns. Examine an orlon sweater as an example of a long filament which has been cut into short lengths and spun together.

EFFECT OF TWIST ON YARNS

Study how the amount of twist given to yarns determines many of the characteristics of fabrics made from the yarns. Consider that twist in yarns brings the fibers closer together making them more compact. Recognize that twist is necessary for yarns made of staple fibers, while fabrics can be made from filament fibers which have very little or no twist. Point out that as the degree of twist is increased in yarn, the yarn becomes harder, luster decreases, strength increases up to a certain point of twist, the yarn becomes shorter in length and takes on potential strength. Study why a tight twist increases the durability

of a fabric. Observe twist by noticing that highly twisted yarns are round and hard while loosely twisted yarns are soft. Consider that loosely twisted yarns wash more readily than highly twisted yarns but are also more likely to shrink in washing. Examine a sample of satin which is made of slightly twisted yarns. Discuss how they may catch or pull out in wear.

TYPES OF YARN

Study how yarns may be classified according to the number of strands they contain. Consider that a single-ply yarn is made up of fibers twisted together into a single strand while a multiple-ply yarn is made up of two or more strands. Recognize that the strands within one yarn may vary in color, size, fiber and twist.

NOVELTY YARNS

Identify novelty yarns as those made with some built-in irregularity in order to produce an unusual texture or appearance or both. Recognize that the durability of novelty yarns in fabrics depends upon the type of yarn used, the size of the yarn and the degree of twist and the firmness of the fabric weave.

Recognize how textured yarns have added desirable qualities to fabrics, such as: fabrics made from them are more absorbent, soft, opaque, warm and fluffy; the stretch yarn has added easy fit, comfort and long wear to garments. Consider some of the advantages of textured yarns, such as there are no slubs or knots which means better evenness of yarns and the finished product does not pill, fuzz, or shed.

Generalizations

The characteristics of yarns produce variation in fabric with respect to texture, design, function and end use of the fabric.

Differences in yarns result from variations in ply, twist, count, weight, crimp, texturing processes and other design variations.

DEFINITION OF FABRIC

Point out fabric construction as another factor influencing the properties of a fabric. Identify a fabric as any cloth or textile material developed from fibers, filaments or yarns by weaving, knitting, felting or bonding.

FABRIC CONSTRUCTION—WEAVING

Plain weave
Twill weave
Satin weave
Leno or gauge weave
Figured weaves
Pile weaves
Double cloth weave

Study the types of weaves. Discuss the qualities and uses of each type. Examine samples of fabrics made by each type, such as taffeta, organdy, muslin, and crepe for the plain weave. Point out that there are variations of the plain weave, such as the basket weave and rib weave. Examine samples of these types of weaves. Recognize that the sateen weave is a variation of the satin weave and is used mostly on cotton to create "polished" cotton. Identify the type weave in garments worn by class members.

WARP AND FILLING THREADS

Discuss how in weaving two sets of thread are used with the lengthwise threads known as the warp and the crosswise threads called the filling.

SELVAGE

Consider how the outer edges of woven fabric, which are parallel with the warp yarns, are finished so that they do not ravel. Recognize that these edges are made with heavier and more closely placed warp threads than the rest of the fabric. Recall that these edges are called selvages (self edge).

GRAIN

Recall how in clothing construction it is necessary to have grain perfection in order for a garment to fit and hang correctly. Recognize that "grain" refers to the direction of the yarns in fabrics with the filling yarns forming the crosswise grain and the warp yarns forming the lengthwise grain.

THREAD COUNT

Recognize that "thread count" refers to the looseness or closeness of the weave. Look at a sample of surgical gauze and a sample of percale. Compare as to closeness and looseness of weave. Discuss how the thread count of a fabric is determined by the number of warp and filling yarns per square inch, for example: a count of 80 warp yarns and 80 filling yarns which is typical of percale would be expressed as "80 x 80" or "80-square." Take account of the fact that in some instances the thread count is given by adding the warp and filling yarns and in this case would be "160 count." Recognize that there are low count fabrics (such as gauze) and high count fabrics (such as sheeting) depending on the purposes they will serve.

Consider that looseness or closeness of weave cannot necessarily be determined by the thread count since it also depends on the size of the yarns; for example: a 72 x 76 count in muslin would indicate a close weave since the yarns are larger but the same count in percale would be a loose weave since the yarns are much smaller. Recognize that closeness of weave indicates durability so a 72 x 76 count muslin sheet would be durable while a 72 x 76 count percale sheet would be less durable. Consider that balanced construction (fabric woven with the same or about the same number of warp and filling threads) produces a more durable fabric than one made with an unequal thread count. Consider that when durability is needed in a fabric, it is more desirable to have the thread count given in warp and filling threads as "80 x 80" rather than a total of the two as "160 count" so one can recognize if a fabric has balanced construction.

WIDTH OF WOVEN FABRIC

Consider that fabric can be the width of the entire loom on which it is being made or any narrower width depending on how far across the loom the warp threads have been placed. Recognize that cotton fabric is generally 36 inches wide from selvage to selvage. Discuss how fabric woven from other fibers may be wider with 39 inches, 45 inches and 54 inches being common widths. Take a field trip to a textile mill to see fabrics being woven or view a filmstrip or film showing how fabric is woven.

CONTENT	and	SPECIALIZED LEARNING EXPERIENCES

FABRIC CONSTRUCTION—KNITTING

Discuss how woven fabric "gives" very little and is, therefore, not satisfactory for certain products, such as socks, stockings, sweaters and underclothes.

FILLING KNIT

Study the two types of knitting—filling and warp. Look at pictures of each type. Consider that filling knitting is circular or flat knitting with loops running across the knitting.

Recognize that this type knitting can be done by machine or by hand (as hand knitting is done). Recognize why filling knit "runs" if a yarn breaks. Consider that in flat filling knitting the fabric can be shaped during the process by adding stitches or by knitting two or more stitches together to narrow the fabric. Point out that this process is called "fashioning" and is used in full-fashioned hosiery and sweaters. Recognize that flat-knitted fabrics hold their shape better than tubular knits which are shaped by changing the tension of the yarns with increased tension making the fabric narrower. Point out that filling knit stretches in all directions.

WARP KNIT

Discuss how in warp knit an extra yarn is carried across the back which produces a firmer tighter cloth which will not "run." Point out that warp knit is done by machine with the yarns running lengthwise. Take account of the fact that warp knit cloth is heavier, less elastic, and more expensive than filling knit. Recognize that warp knit stretches more crosswise than lengthwise.

Point out that because of the small amount of stretch, warp knit is useful for garments that have to be cut and sewed. (Tricot fabric which is used for slips and hot weather dresses is an example of warp knit.)

CHARACTERICTICS OF KNIT CLOTH

Study characteristics of knit cloth including: knit resists wrinkling and needs little or no ironing because of its "stretchy" quality; may sag or stretch from its own weight; summer weight knit is cool because it has "air holes"; knitted wool cloth is warmer than woven cloth because it clings to the body, yet gives good ventilation; etc. If possible, visit a knit mill to see knit products being made.

FABRIC CONSTRUCTION—INTERLOCKING OF FIBERS

Felting
Bonding (fusing)

Recognize that another method of fabric construction is known as interlocking of fibers. Point out that this is the way felts and nonwoven fabrics are made.

Recognize felting as the oldest method of fabric construction since the qualities of wool enable it to mat together and become permanently interlocked. Consider how in the manufacture of felt, fibers and hair are compressed together by the application of heat, moisture, agitation and pressure. Recognize that "true" felt is all wool or part wool fibers, such as blends of wool with rayon, cotton or some synthetics. Take account of the fact that felt is warm, resilient and has the capacity to "breathe." Discuss the uses of felt.

Recognize that some fibers which lack natural qualities that enable them to be joined together may be bonded together in other ways. Consider that in this process for producing fabric, fibers are blended together to form a web and then bonded by one of four methods: saturation of the complete web or mat with adhesive; spraying of the carded webs or mats with an adhesive or solvent and drying without pressure; discontinuous bonding applied in strips or printed so that most of the fabric is not bonded; use of thermoplastic fibers, heat and pressure. Recognize that these processes of welding together loose fibers is known as bonding.

Consider that the two textile end uses of non-woven fabrics are as disposable textile products and as interior elements of garments or similar items where they are used as padding, shaping or reinforcing elements. Recognize that pellon is the Trademark name for one kind of bonded fabric which is used for linings and interfacings.

Determine that bonded fabrics can be made of rayon, cotton and other manufactured fibers. Take account of the fact that quality bonded fabrics hold their shape and do not shrink or stretch in washing or dry cleaning, even though they may loose some of their firmness or body.

FABRIC CONSTRUCTION—
Braiding
Netting and Lacemaking

Recognize that another method of constructing fabric is braiding—a process through which three or more yarns are interlaced lengthwise and diagonally to form a fabric. Discuss how braided fabrics are used.

Recognize netting and lacemaking as other processes through which fabric is constructed. Point out that lace was first made by machine as early as 1813. Discuss how lace may be used as fabric for entire garments or for trim. Recognize that the use of manufactured fibers in lace has increased the variety of laces available at reasonable prices and has simplified the problems involved in care of lace. Discuss how the range of quality and price of lace is dependent upon factors, such as: the fiber used; the intricacy of the design; whether the lace is machine made or hand made, domestic or imported. Recognize lace as an age-old form of artistic expression. Recall the many costumes in museums which are trimmed with lace.

Generalizations

Fabric construction is a determinant of the properties of the end product.

Suitability of fabric construction depends upon desired end use.

Fibers and/or yarns may be converted into cloth in a variety of ways, such as weaving, knitting, interlacing, bonding, felting, braiding.

DYEING FABRICS

Recognize other processes fabric goes through before it is ready for the market. Discuss the wide variety of colors in which fabrics are available and consider that applying color to

fabrics is one of these processes. Examine a piece of unbleached muslin. Compare it with a piece of solid color and printed muslin, pointing out that the unbleached piece is the way the others looked before they were dyed. Consider how drab one's wardrobe would look without the color.

Take account of the fact that many fabrics, unless they are made from colored fibers or yarns, are a yellow-gray in color like unbleached muslin and must be bleached if they are to be sold as a white fabric. Recognize that some fabrics, such as cotton and linen, in order to be sold as white or a light color or printed must first be bleached because the fibers will not absorb dye without being bleached. Consider how wool, which is absorbent, must first be bleached also if it is to be sold as white or a pastel color since its natural gray color would show through.

Study the methods of dyeing fabric including: *solution or dope dyeing* (process of adding dye to the liquid from which synthetic fabrics are made, therefore making the color a permanent part of the fibers and colorfast to conditions which the finished fabric may be subjected to); *fiber or stock dyeing* (process of dyeing the fibers before they are spun into yarns); *yarn dyeing* (process of dyeing the yarns before they are woven into fabric); *piece dyeing* (process in which the fabric is dyed after it is woven). Recognize that plaids, checks and stripes of fabrics, like gingham, are yarn dyed.

PRINTING FABRICS

Recall that design may be added to fabric as a result of the yarn type and arrangement, such as: the design obtained through the use of novelty yarns; through certain weaves and variations of the weaves; and variations in knitting techniques. Point out that this type of design is known as structural design.

Study surface or printed design. Discuss how printing is a process through which chemicals or colors are applied to the surface of a fabric after it has been woven. Study some of the common methods of printing fabrics including: *roller printing,* which is the most common type of printing since thousands of yards of fabric can be printed in a short time, is done in several ways; *direct printing,* which is achieved by running the fabric over a series of etched rollers that revolve in the dye, having a different roller for each color in a design, and can usually be recognized since the design shows much less plainly on the wrong side than it does on the right side; *discharge printing,* which is the process through which not more than two colors are applied to a fabric by first dyeing the entire fabric then covering the design on the roller with a chemical which removes the color from the portions of the fabric corresponding to the design on the roller, leaving it white or ready for another color to be applied to the discharged parts, if desired; *resist printing,* which is the method through which the design is printed first with a chemical that resists dye, therefore the parts of the fabric covered by the chemical will not take the dye added but retain their original color; *screen printing,* which is often used on silks, is achieved by pressing color through a silk or nylon screen in which the background has been made impenetrable, therefore allowing color to pass through onto the fabric only in the design areas, with a different screen being required for each color; *hand methods of printing,* such as stenciling, block printing and painting.

Recognize that printing and the application of color (dyeing) may enhance the beauty of fabric or it can ruin it by the use of poor dyes and improper methods of application.

COLOR FASTNESS

Recognize why with the many fabrics on the market the matter of colorfastness is becoming of great concern to consumers. Discuss how there are many kinds of colorfastness in fabrics, such as: colorfastness to washing, dry cleaning, light, perspiration, gas fumes, crocking (rubbing off), etc.

Consider how the kind of colorfastness needed in a particular garment depends on the use to be made of the garment. Consider the significance of determining at the time of purchase whether a fabric will retain its color under the conditions to which it is subjected, for example: clothing which will be washed repeatedly should be fast to average laundry procedures; clothing which will be exposed to sunlight, such as beachwear, should be fast to sunlight; draperies should be fast to sunlight while an evening dress would not; linings of suits and coats should be fast to perspiration and dry cleaning but need not be fast to washing; etc. Determine how checking labels may help to identify the desired colorfastness.

Recall the methods of dyeing and determine the relationship of the method of dyeing to its "fastness" under certain circumstances. Consider that "vat dyeing," which can be done at the fiber stage, the yarn stage or by piece, is extremely fast to laundering because the dye penetrates the fibers in a colorless soluble form, then becomes insoluble as the color develops in the fabric. Point out that "solution-dyed" fabrics are resistant to fading. Study how resin finishes which are applied to some fabrics after they have been dyed may prevent fading by sealing in the color.

DIMENSIONAL STABILITY

Study how shrinkage may occur in a fiber as a result of its physical or chemical properties.

Recognize that one factor affecting shrinkage in a fabric is its relaxation. Consider that most fabrics are produced under tension leaving strains in the fabric. Take account of the fact that if these strains are not fully released by the manufacturer, relaxation shrinkage will occur as a result of the yarns attempting to revert to their normal unstretched dimensions. Recognize how sizing and finishes may help keep the fabric in its stretched condition. Discuss how a fabric with strains which have not been fully relaxed continues to relax during dry cleaning or laundering. Consider that it may take several cleanings or washings to completely relax it. Recognize that methods are available to preshrink and stabilize fabrics in textile manufacture. Reflect on the advantages of the added cost for a preshrunk or stabilized fabric.

SWELLING SHRINKAGE

Recognize that when fibers absorb moisture they swell which can result in shrinkage in rib-weave fabrics and rib variations, such as some failles, grossgrains and bengalines. Consider that shrinkage is usually greater in the rib weave fabrics made of wool, rayon, cotton, acetate or a combination of any of these, for example: a rayon or acetate yarn may be used in the warp or lengthwise direction of a fabric which has a heavy crosswise rib of rayon or cotton, which swells more than the acetate warps when wet and as they swell pull the

ribs closer together causing shrinkage. Recognize that rib-weave or other fabrics susceptable to swelling shrinkage may be pre-shrunk during the manufacturing process, but the relaxation of rib-weave fabrics is more difficult than others.

FELTING SHRINKAGE

Discuss how felting shrinkage may occur in fabrics made of wool and hair fibers or any fibers, such as wool and hair, that have a scaly surface structure which has a natural tendency to felt (shorten and mat together). Recognize that this tendency is more pronounced in Angora and other rabbit fibers than in wool or other hair fibers and more pronounced in soft, loosely woven wool fabrics than in hard-finished wool fabrics. Consider that felting shrinkage can occur as a result of: excessive laundering or dry cleaning and drying; high temperature along with tumbling action in drying; and high relative humidity of the solvent during dry cleaning. Recall that the factors producing felt are mechanical action, moisture and heat; therefore these factors must be applied with caution in handling fabrics where felting is not desired. Recognize that once a fabric has been felted it cannot be stretched back to its original size. Consider that chemical finishes can be used on wool fabrics to control shrinkage.

SHRINKAGE IN PRESSING OR FINISHING

Consider that some fibers and fabric constructions are softened when steamed and pressed and as a result, relax and shrink. Recognize that thermoplastics and wool are examples of this type of fiber and fabric construction. Recognize that this type of shrinkage may result in commercial dry cleaning and laundering establishments when these fabrics are finished on steam and air-finishing equipment. Recognize that wool which has not been preshrunk should be shrunk before it is made into a garment and fabrics made of heat sensitive fibers should be handled in accordance with the care instructions on the label to prevent shrinkage in pressing and finishing.

PROGRESSIVE SHRINKAGE

Recognize that relaxation shrinkage and swelling shrinkage seldom reach their full extent of shrinkage in the first dry cleaning or laundering and, therefore, continue to shrink through several cleanings. Identify this continued shrinkage as progressive shrinkage. Consider that progressive shrinkage may not be observed until the second or third cleaning or laundering, especially if the fabric has been overstretched or highly sized. Recognize that progressive shrinkage may continue for as long as ten cleanings before it reaches its maximum shrinkage.

SHRINKAGE OF BIAS-CUT GARMENTS

Recognize that the majority of fabrics tend to shrink the greatest degree in the warp or lengthwise direction. Recognize that shrinkage occurring in bias-cut garments will occur in the direction the warp threads run which may be in the center front and center back or at each of the side seams, depending on the construction of the fabric and the relative direction of the warp yarns and the filling yarns to the cut of the garment. Consider that bias-cut garments may shrink in dry cleaning, wet cleaning, laundering or steam pressing. Recognize that preshrinkage of fabrics before garment construction will control this type of shrinkage.

SHRINKAGE IN FABRIC COMBINATIONS

Consider how when two fabrics of different shrinkage characteristics are combined, when they are cleaned or laundered, one may shrink more than the other, causing puckering. Recall instances when this has happened, such as in dresses or jackets the lining may shrink and the fabric in the outer garment remain stable (or the reverse), therefore resulting in puckering. Conclude that only fabrics having the same shrinkage characteristics or those which have been preshrunk should be combined in a garment.

DIMENSIONAL STABILITY OF FABRICS—STRETCH

Consider that stretch properties may be imparted to fabrics as well as yarns. Recognize that "stretch" as applied to fabrics and yarns means, "the property of textile fibers, yarns, and fabrics which:

- Enables them, or materials made from them, to be extended substantially in either width or length, or both, under forces customarily encountered in textile use applications, and
- Which causes the materials to contract to practically their original dimensions upon removal of the forces, either instantaneously or within a brief period of time."—Definition by the National Cotton Council.

Discuss how "stretch" properties in a fabric mean to the consumer improved comfort and appearance and in some instances easier care. Recognize that "stretch" fabrics may eliminate the problem of buying garments the exact size and cuts down on the wide range of sizes, especially for children's garments. Consider that "stretch" is desirable where fabrics need to be shaped to irregular forms, such as slipcovers.

STRETCH FABRICS

Thermo-plastic fibers
Spandex fibers
Cotton fibers

Recognize that stretch fabrics made of thermoplastic fibers (usually nylon) are woven with stretch yarns.

Take account of the fact that spandex fibers (Lycra and Vyrene) may be woven into fabrics which have very "good" stretch properties and are used primarily in foundation garments and swimwear.

Recognize that "stretch" cotton fabric is being used in foundation garments, diapers, sportswear, gloves, etc. Consider that stretch can be applied in the warp or filling direction.

DIMENSIONAL STABILITY OF FABRICS—MOLDED FABRICS

Consider that by using specially engineered fibers, such as nylon, a fabric may be molded into the desired shape. Recognize the use of molded fabrics in brassieres.

FABRIC FINISHES

Consider that the purpose of a fabric finish is to obtain qualities desired in a fabric and to help control undesirable qualities. Recognize that finishing is the process which gives a fiber, yarn or fabric its characteristic appearance. Discuss how finishes can be used to make fabrics serviceable as well as attractive; how they improve the feel of fabrics; how they are used to give specific qualities desired in a finished product.

Recall that finishes are classified into two types: routine finishes and special or functional finishes. Consider the routine finishes and the purposes they serve, for example:

- *Cleaning* is the first step in finishing any fabric since its purpose is to remove soil, dirt, and short fibers on the surface.
- *Bleaching* makes fabric white which is an essential process for producing white fabrics from the natural fibers and some man-made fibers and in producing fabrics that are to be dyed light and clear colors.
- *Mercerization* increases luster, strength, absorbency and ease of dyeing.
- *Embossing* adds surface design.
- *Sizing* gives linen and cotton fabrics stiffness (body) and smoothness to improve their appearance (starch is the sizing usually used).
- *Brushing* (or napping) raises the nap and makes many fabrics softer and warmer by increasing the air spaces and the thickness of the fabric (cotton and wool flannels).
- *Singeing* removes fuzz and makes fabric smooth.
- *Beetling* (which is used primarily on linens) flattens the yarn and gives it a shiny appearance. (Cotton treated this way has a linen-like appearance.)
- *Calendaring* is the last finish applied to cotton which is similar to pressing in that it is run through a series of rollers to give it a smooth finish.
- *Tentering* is the process through which fabric is straightened if during the process of construction the selvages and yarns have become uneven and irregular and need to be straightened. (If tentering is not done carefully, the lengthwise and crosswise yarn will not be set at right angles to each other and the fabric will need to be straightened before cutting.)

Look at samples of fabrics and/or garments worn by class members to determine which routine finishes were used on the fabrics.

SPECIAL FINISHES

Recognize that specialized or functional finishes are used to add qualities desired in a particular fabric. Determine what special finishes are used on the fabrics on the market including antiseptic; anti-static; atmospheric-fading-resistant; chlorine resistant; crease and wrinkle resistant; minimum-care or wash-and-wear; moth-resistant; opaque; odorless and perfumed; perspiration-resistant; shrink-resistant; slip-resistant; stain and spot resistant; stretch-and-sag resistant; water-repellent; waterproof.

Consider that special finishes are directly related to the purposes for which a specific article will be used and, therefore, contribute to beauty, comfort, ease-of-care and satisfaction received from the use of the article.

Consider the significance of clearly understanding the use requirements of articles of clothing, being aware of the special finishes available on fabrics and selecting the articles in

keeping with the intended use, for example: selecting a water-repellent fabric for a raincoat; crease and wrinkle-resistant fabric for travel garments; crisp finish for organdy curtains or other items which need to be kept crisp during wear, laundering and/or dry cleaning; wash and wear finishes for garments when a limited time is available for washing and ironing; moth-resistant finish for blankets which are stored for several months; etc.

Determine the Trademark names for the finishes. Identify finishes on garments worn by class members.

SHRINKAGE CONTROL

Recognize that a finish which is desirable in all fabrics is shrinkage control. Recall instances when garments have shrunk to the extent that they were too small to be worn or were unbecoming in fit because of the amount of shrinkage. Recognize that a small amount of shrinkage (2%) is not enough to change the fit of a garment, but more shrinkage (5%) will change the size of a garment.

Discuss the significance of determining before purchasing fabric or a garment how much it is expected to shrink. Recognize terms associated with shrinkage of fabric and their meaning, such as: "residual shrinkage" means how much the garment will shrink; therefore a label stating "no more than 2 per cent residual shrinkage" means the fabric will shrink no more than 2 per cent. Point out that "Sanforized" on cotton, rayon and some blended fabrics guarantees that the fabric will not shrink more than 1 per cent. Recognize that "preshrunk" and "controlled shrinkage" are terms indicating that steps have been taken to control the amount of additional shrinkage but the fabric may shrink some more.

Discuss how in interpreting the terms related to shrinkage and applying them to determine if the amount of shrinkage will alter a garment for an individual, 1% shrinkage means one inch out of every hundred. Determine the effect of 3% shrinkage on length of garments being worn.

Recognize that fabrics made from many of the manufactured fibers, such as Nylon, Orlon, Dacron, Dynel, Acetate, Arnel, Acrilan, etc., generally hold their shape during washing and dry cleaning; however, since they are sensitive to heat, if the temperatures used during washing, drying and ironing are higher than the temperatures used to "heat set" the garment during the manufacturing process, the garment may stretch during laundering or shrink during pressing. Consider how fabrics made from absorbent fibers, such as wool, cotton, silk, linen, and rayon, which are sensitive to moisture as well as heat, even though they need and have special shrinkage control treatment, when exposed to washing, vigorous agitating, long washing periods, over-drying in an automatic dryer or steam pressing may shrink more.

Recognize the significance, of reading carefully, understanding and following the directions for care given on garment labels.

UP-TO-DATE TEXTILE INFORMATION

Discuss how the consumer has in textiles an almost unlimited source of beauty, variety and serviceability at his disposal to provide comfort, decoration and pleasure in keeping with

his needs. Consider that because of technological advances and scientific developments, improvements are being made in the field of textiles every day. Recognize the need for keeping up-to-date with new textiles which appear on the market. Discuss how knowing their characteristics and uses will enable the consumer to select and use textiles which are one of his resources in enhancing and defending "self."

Generalizations

Finishes may be applied to fabrics to produce and control desired qualities.

Factors influencing the choice of finish for a fabric are: the type of fiber and its arrangement in yarn and fabric, the receptivity of the fabric to various finishing preparations, the extent to which the fabric can be chemically modified, and the use for which the fabric is intended.

The finished textile will give more satisfactory service when the characteristics of the fabric are compatible with the intended end use.

Knowledge of the physical and chemical characteristics of textiles and clothing helps individuals and families in predicting their performance and increasing satisfactions gained from selection, use and care.

CONCEPT: CLOTHING CONSTRUCTION

OBJECTIVES: To help pupils to:

I. Be able to select fabric suitable for tailored garments and other garments for advanced construction processes.

II. Develop skill in selecting and using sewing equipment needed for tailoring.

III. Continue to develop work habits conducive to management of time, energy and other resources.

IV. Develop skill in basic tailoring techniques and/or advanced construction techniques.

CONTENT and LEARNING EXPERIENCES

RELATIONSHIP OF FABRIC TO PATTERN

Recognize that preparation for construction of a garment involves the selection of a fabric and an appropriate pattern. Discuss how one has a relationship to the other and regardless of which one is selected first the other one is

then chosen accordingly. Consider that the fabric and pattern are chosen to be right for each other and for the person who will be wearing them. Review the elements of design and principles of art and apply them in selecting a pattern and fabric in keeping with own features.

FABRICS RECOMMENDED FOR TAILORING

Recognize that when one thinks of tailoring a garment, wool or a wool blend is generally thought of as the fabric to be used. Consider that wool is known as the aristocrat of fabrics. Recognize that wool is available in many qualities and styles.

Recognize that even though there are millions of sheep raised for the production of wool, there is still not enough wool produced to supply the world population; therefore, the supply is extended by combining wool with other fibers, such as: Vicuna, Llama, camel hair, goat hair, vegetable fibers and synthetics. Point out that pure wool is still the most prized. Recognize that wool, which is a natural fiber, is desirable for tailored garments because it retains its shape and press, does not wrinkle or soil easily, and is long wearing.

KINDS OF WOOL

Wool
Reprocessed wool
Reused wool

Discuss that there are many qualities of wool available depending on the form in which it is available. Point out that the Wool Products Labeling Act (passed in 1940) requires fabrics to be labeled with the percentage of fiber content. Discuss how this law clarifies wool terms used on labels as:

- "Wool"—must contain only new wool which has never been used in manufacturing.
- "Reprocessed Wool"—contains wool which has been woven or knitted but has never been used by the consumer.
- "Reused Wool"—contains old and worn fabric which has been cleaned and put back in fiber form.

DYEING WOOL

Stock dyeing
Yarn dyeing
Piece dyeing

Study stock-dyed, yarn-dyed or piece-dyed wool. Recognize that stock dyeing which is dyeing the wool fibers after they have been washed while they are still wet causes the wool fibers to absorb the dye uniformly, resist fading, rubbing off and color change from wear. Recall the old expression, "dyed in the wool," as originating from this process.

Discuss how yarn dyeing produces deep, rich color tones and is the dyeing process which is used for fabrics with woven patterns, plaids or stripes. Consider how piece dyeing is done after the fabric has been woven and the color is not uniform; therefore, the fabrics dyed by this process are usually less expensive than those which are stock or yarn-dyed. Look at wool fabrics and examine labels to determine the dyeing process used.

TYPES OF MANUFACTURED WOOL

Worsted
Woolens
Wool blends

Recognize that woolen fabrics available in stores are classified as worsteds or woolens depending on the fibers used and the manufacturing process.

Recognize the difference in woolens and worsteds is that woolens are soft and worsteds are hard-surfaced fabrics. Point out that woolens are usually less bright in color than worsteds because of their looser, soft weave.

Recognize that worsted woolens make durable expensive fabrics. Identify worsted trade names in order to be able to distinguish between woolens and worsteds, such as: cheviot, covert, flannel, gabardine, serge, nun's veiling, challis, crepe, whip cord, etc.

Identify woolens, such as: broadcloth (one of the finer woolens), tweeds, beaver, wool jersey, cashmere, homespun, etc. Recognize that lightweight woolens are better suited for dresses, suits and lightweight outer garments, while heavier woolens are more appropriate for coats, suit toppers and winter suits. Recall that wool may be purchased in pure wool fabrics or in blends with other fibers, such as with silk, cotton, rayon, nylon, Dacron, Acrilan, etc.

Point out that wool fibers dye better than other fibers; therefore, care should be exercised in the selection of wool blends since the colors may fade after several wearings. Recognize that wool shrinks more than some fibers; therefore, some wool blends (if the percentage of wool is not high) may have a crinkled effect. Point out how checking labels will reveal the percentage of each fiber.

TESTS FOR DETERMINING WOOL CONTENT Recognize tests which may be performed to identify wool and wool blends. Determine content of several fabrics using the following tests:

- Boil a sample of wool-and-cotton blend fabric in one cup of water and one tablespoon of lye for 15 minutes. Rinse thoroughly. Run the fabric between the fingers. The wool will dissolve leaving only the cotton fibers.
- Test a sample of all white wool-and-cotton blend fabric by covering with a 50 per cent nitric solution. The wool will turn yellow and the cotton will remain white. Rinse the fabric in ammonia and the wool will turn orange.
- Place a sample of wool-silk blend fabric in hydrochloric acid for 3 or 4 minutes. The silk will dissolve and the wool will not be affected.
- Burn the edge of a sample of all wool fabric. It will not burn easy nor make a large flame and have an odor of burning hair and meat.

Point out that these and other tests may be performed to identify fibers in fabrics, but the safest method is to read labels, look for standard brand names and buy from reliable dealers.

INTERFACING FABRICS Discuss the relationship of the interfacing fabric used in a tailored garment to the comfort, appearance and life of the garment. Recognize that the interfacing is the foundation on which a garment is constructed. Discuss how the fabric from which the garment is made influences the type of fabric used for the interfacing. Study interfacing fabrics to determine the type fabric they may be used with, such as:

- Haircloth—a combination of worsted, goat hair, cotton and sometimes linen is used for woolens, worsteds and blended wools (quality haircloth has a high percentage of worsted and goat hair and when crushed in the hand will spring back to its original shape; poorer grades retain wrinkles and require pressing to return to its original shape).
- Nurses cloth—a permanently firm and workable fabric used in cotton cord and other cottons.
- Permanent finish organdy—crisp finish used in interfacings for ladies' lightweight suits and dresses and small children's coats.
- Wigan—a plain weave cotton cloth usually used for pocket, sleeve and buttonhole interfacings.
- Silesia cotton twill—strong close woven twill with a glossy finish on the face (available in different weights) which is excellent for pocket fabric.
- Linen—specially prepared linen which can be permanently shaped is used in collars.
- Linen, cotton or silk tape—for staying fronts.

LINING FABRICS

Identify factors as guides in selecting lining fabrics, such as: suited to weight and style of garment, durable (will not split easily or pull at seams), comfortable to the skin, etc. Discuss uses of lining fabrics, such as crepes, satin-back crepe, taffeta, milium (insulated fabric which has one side sprayed with metal), etc.

STANDARDS FOR TAILORED GARMENT

Recognize that when an artist paints a picture and a carpenter builds a house, they each have a vision of the finished masterpiece. Consider that just as a carpenter is acquainted with the features of a well-built house and an artist with every detail that makes a great masterpiece, the person tailoring a garment must be able to visualize the individual features which make up a well-constructed garment.

Visit stores and examine well-constructed garments observing that they include points, such as: edges are thin (even where seams might be expected to be thick); edges curve slightly inward (collars, fronts, pocket flags, etc.); straight seams and edges (no crooks or puckers); linings do not interfere with drape or hang of garment; buttons are sewn with a "neck"; hand sewing is inconspicuous; sleeves hang clean without diagonal wrinkles; etc. Set up standards for garment to be tailored.

TAILORING EQUIPMENT

Recall the relationship of the use of the proper tools to ease of construction and appearance of the finished product. Identify the tools and their use, which are needed for tailoring that may not have been used in other construction processes, such as:

- Two sizes of needles—No. 8 in-betweens for finishing and No. 5 for basting and pad sewing.
- Threads—mercerized cotton for machine sewing; silk for hand sewing; buttonhole

twist (heavy silk wound eight strands together on a spool) for working of buttonholes and making "tacks" at ends of pockets.

- Piece of beeswax—to keep thread from knotting and tangling.
- Pressing equipment—chemical press cloth, wool press cloth, pounding block, seam board, sleeve board, tailor's ham, knitting needle (size O, helpful in pressing small darts and removing basting).

Determine equipment needed by each person and which equipment may belong to the department and be shared. Secure equipment needed.

CONSTRUCTION PROCESSES

Recognize that construction skills learned in Basic and Advanced Home Economics will be used in tailoring garments along with new techniques and fine points in tailoring. Discuss reasons for choosing for first garment to be tailored a pattern with few pieces and a fabric that tailors and presses easily.

Recall the necessity for shrinking fabric. Determine the method for shrinking woolen fabric at home. Demonstrate the London Shrunk Method.

Determine the construction processes which will be repeat learnings, such as fitting the pattern, laying the pattern, cutting the fabric, etc.

Recognize the special tailoring techniques involved in tailoring a garment, such as:

- Cutting and attaching interfacing.
- Lining garment (coat, skirt, dress).
- Hand tailoring stitches.
- Methods of handling seams to produce a tailored effect.
- Buttons, fastenings and decorative trim—methods of attaching.
- Hems—finishes and methods of shrinking out excess fullness.
- Pocket construction in relation to design of garment.

Identify specific tailoring techniques involved in making own garment. Tailor garment.

ILLUSTRATIVE MATERIALS, DEMONSTRATIONS AND EVALUATION

Use illustrative materials and show filmstrips during the process of tailoring the garment for illustration and clarification. Demonstrate each new construction process.

Evaluate each step in the construction process as it is taken in keeping with the standards set up at the beginning of the unit.

Model garments to observe fit and becomingness. Evaluate the completed garment by the standards set up before the construction processes were begun. Determine what was learned

in the making of the garment and what additional processes will have to be learned in order to be able to tailor other garments.

CONSTRUCTION OF OTHER GARMENTS Determine other experiences needed in clothing construction. Construct other garments to provide new experiences in construction processes and/or experience in repeat learnings, such as:

- Infants' and children's clothing.
- Formals.
- Tailored dresses or suits
- Tailored jackets or coats.
- Men's clothing (shirts, vests, sport coats).

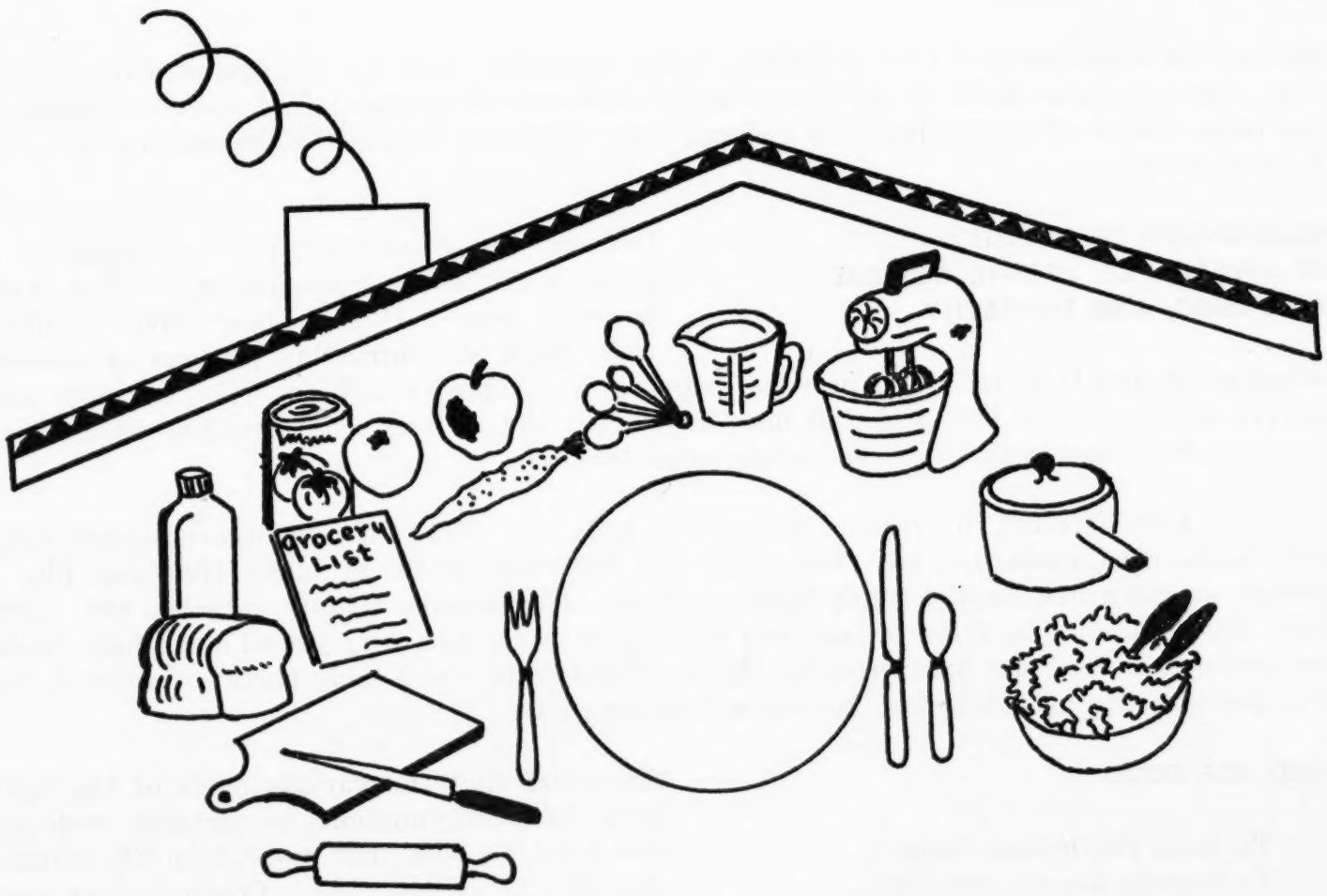
Generalizations

Development of skill in tailoring techniques may enable one to construct garments which look professionally made.

TEACHER'S NOTES

FOODS AND NUTRITION

YEAR OF ECONOMICS	CONCEPTS INCLUDED	PAGE NUMBER
Basic Home Economics	• Significance of Food	170
	• Food Preparation	173
	• Meal Planning, Serving and Etiquette	197
Advanced Home Economics	• Significance of Food—Formation of Food Habits (Socioeconomic, Physiological Psychological Influences)	200
	• Food Preparation—Family Meals	203
	• Food Preparation—Snacks and Cookouts	216
Specialized Home Economics	• Significance of Food as Related to Nutrition	219
	• The Homemaker a Food Manager (Provision of Food)	228
	• Nature of Food—Food Preservation	238



FOODS AND NUTRITION

Basic Home Economics

CONCEPT: SIGNIFICANCE OF FOOD

OBJECTIVES: To help pupils to:

I. Become interested in learning nutrition and food preparation.

II. Understand how knowledge of nutrition evolves.

III. Recognize the relationship of nutrition to health, longevity and general well-being.

IV. Know and eat foods needed daily.

CONTENT	and	LEARNING EXPERIENCES

FOOD THROUGH HISTORY

Discuss the interest of people in food through the ages. Consider the importance of food in Bible history, using examples, such as: The apple tree in the Garden of Eden — the diet of Daniel, Shadrick, Meshack, and Abednego as compared with the King's diet and "at the end of ten days their countenances appeared fair and fatter in flesh than all the children which did eat the portion of the King's meat." (Daniel 2:15); The effect of the famines on the history of Egypt; The provision of Manna and quails for the Children of Israel in the Wilderness; The Lord's Supper; etc.

Discuss the importance of food in history using examples, such as: Voyage of Columbus to find a new route to India to get spices which were used to preserve food since refrigeration and other means of preserving food had not been invented; Pilgrims' Thanksgiving and how it came about; etc.

RELATIONSHIP OF NUTRITION TO APPEARANCE, HEALTH, GENERAL WELL-BEING, AND LONGEVITY

Discuss why when we want to compliment a person's clothes we frequently say: "That dress becomes you." Discuss how "food becomes us." Look at contrasting pictures of persons showing fat and thin, calm and nervous, happy and unhappy, ruddy and pale, energetic and weary, lustrous lively hair and dull hair, clean skin and pimples, etc. Analyze what effect food may have had in making these people what they are.

Point out how different the various parts of the body are. Notice the difference in nails, hair, skin, teeth, eyes, eyelashes, etc. Recognize the materials, such as lungs that are like a sponge, stomach like elastic, bones hard and firm, blood glands, tongue, muscles, etc. Consider the difference in these organs and body parts, hard, soft, wiry yet all made from foods. Recognize that food not only provides the materials from which body parts are formed, but also provides the materials for the renewal of the parts.

NEED FOR FOOD

To form the human body
To sustain human activity

Recognize that the various parts of the body have different functions to perform, such as: the heart to beat; the muscles to lift things; the skin to protect; etc. Consider that food

not only becomes and renews body parts but is necessary to enable the body parts to carry out their purposes. Conclude that food serves two purposes, namely: to form the human body and to sustain human activity.

Recognize that the processes through which the body receives and uses the materials necessary to form and renew body parts and to enable them to carry out their function is known as "nutrition."

EVOLVEMENT OF THE KNOWLEDGE OF NUTRITION

Discuss the current interests in "diets." Recognize that "diet" is not just a reducing or a gaining process. Identify diet as the total of the foods eaten. Consider that much is known today about the kind of diets (nutrition) needed in order to form the human body and to sustain it. Determine how knowledge of nutrition has evolved. Discuss the fact that through human experiences and research, nutritional knowledge has unfolded and we are constantly getting hold of new knowledge through research.

ACQUIRING NUTRITIONAL KNOWLEDGE

Discuss the statement, "Instinct is not a reliable guide for food choices." Recognize that a knowledge of the science of nutrition is a reliable guide to planning one's diet. Consider that this knowledge is available and can be learned. Identify the chemical elments that make up the human body, such as carbon, hydrogen, oxygen and nitrogen. Recognize that these elements in combination are known as nutrients when used in the body to form and maintain body tissues (parts) and to sustain activity. Recognize that food is the usual source of nutrients, although nutrients may be supplied in other ways, such as through vitamin shots or pills, mineral dosage, etc.

CLASSIFICATION AND USE OF FOOD NUTRIENTS

Identify the food nutrients and their functions in the body as Proteins, Fats, (lipids) Carbohydrates, Minerals, Vitamins, and Water. Study how each nutrient is used by the body and report findings in relation to energy, building and maintaining body tissues, and regulating body processes. Identify the nutrient value of foods. List the chief source of each nutrient. Consider why a specified amount of each nutrient is needed daily. Decide what will happen when some of these foods are left out of one's diet repeatedly. Decide what will happen when some of the foods are eaten in excess. (Look at pictures of persons showing results of different diets. Show nutrition films. A rat feeding experiment might be sponsored.)

Recognize that all foods eaten daily "become you" and all foods eaten are to be considered as one's diet for the day — foods eaten at meal times, snacks, party foods, and nibbling. Discuss why tasting while one cooks is a part of one's total food intake. Recognize that few people eat only three meals a day with no in-between eating. Discuss the role that snacks play in the teen-ager's diet.

Discuss how food not only becomes blood, bones, muscles and skin, but it influences size, strength, stamina, efficiency, and ability to succeed. Discuss how food influences morale, happiness, personality, attitude toward people, and the ability to learn.

BASIC CONTENT	and	LEARNING EXPERIENCES

DAILY FOOD GUIDE (BASIC FOOD GROUPS)

Study the basic food groups to determine what foods are needed daily. Arrange an exhibit of foods needed daily. Study major nutrients found in each food group. Consider ways in which a food guide may help an individual have an adequate diet.

Beginning with the snacks eaten in one day by each class member, work out what other foods are needed at meal time in order to have an adequate diet according to the daily food guide.

(Each pupil might check her meals and snacks for the previous day to determine her shortages. This record may be used to determine for a one-week period the foods needed each day in the pupils' meals in order to insure an adequate diet.)

ATTITUDES TOWARD FOOD AND FORMATION OF FOOD HABITS

Discuss the closed minds some people have toward certain foods. Analyze why certain attitudes toward food may have been established. Study the reasons for "Habit and Mores." Relate these factors to local practice:

- Food likes and dislikes of parents.
- Experiences associated with foods, such as the foods we had when company came, or the green apples that made us sick.
- Ideas associated with baby food and food for grown-ups.
- Tendency we have to distrust that with which we are unfamiliar.
- Ideas about foods held by some to be rich folks' food or "pore" folks' fare.
- Advertising pressure from magazines, radio, and TV.

Recognize how food habits become a part of the person. Discuss some of the difficulties involved in changing food practices. Consider individual diet needs and decide on food practices that pupils will try to overcome or establish for themselves.

Generalizations

The knowledge that nutrition is related to appearance, health, longevity, and general well-being has been established.

All life is composed of and requires combinations of elements which when utilized to form and maintain tissues or sustain activity are known as nutrients. Food is the usual source of the nutrients.

Nutritional knowledge has unfolded through centuries of human experience and research.

The study of nutrition has developed into a growing science that changes and expands with the additional findings of research.

Generalizations Cont'd.

Instinct is not a reliable guide for food choices; how to select an adequate diet is learned.

Combinations of elements required by living organisms are classed as protein, lipids, carbohydrates, minerals, vitamins, and water.

Nutrients are used by the body to build and maintain tissues and to regulate body processes. The various tissues and body processes have characteristic nutrient needs.

- *Fats, (lipids) carbohydrates, and proteins in foods provide energy to do muscular work, to produce body heat, to support growth of the body, and to maintain the functions of vital organs.*
- *Proteins in food provide the amino acids which can be used by the body to build and maintain tissues, to regulate body processes, and as a source of energy.*
- *Minerals and water are essential constituents of the hard and soft tissues of the body and assist in regulating its processes.*

The Basic Food Groups is a food guide which provides for a variety of foods to choose from and when followed helps with the selection of food for adequate nutrition for individuals and families.

CONCEPT: FOOD PREPARATION

OBJECTIVES: To help pupils to:

I. Understand the role of food in relation to fellowship and hospitality.

II. Become interested in learning to plan and prepare food for the family in relation to values and goals.

III. Recognize opportunities for gainful employment in jobs involving food preparation, knowledge and skills.

IV. Develop ability to work with others in the foods laboratory.

CONTENT	and	LEARNING EXPERIENCES

V. Know and be able to use and care for equipment and furnishings in the foods laboratory.

VI. Know and be able to follow safety practices when working in the foods laboratory.

VII. Understand and use measures, abbreviations, and food equivalents.

VIII. Understand terms used in recipes.

IX. Understand basic principles of cookery and be able to select and care for milk, eggs, meat, poultry, vegetables and fruits.

X. Be able to make quick breads, simple salads and salad dressings, butter cakes, cooked and uncooked fillings, frostings and icings, drop cookies and beverages.

CONTENT	and	LEARNING EXPERIENCES

LEARNING TO PLAN AND PREPARE FOOD FOR THE FAMILY

Discuss that nowadays "it's smart to cook." (Even the men and boys take pride in cooking steak, french fries, or tossing a tasty salad.) Analyze why many men and women in public affairs and society, homemakers, career women, writers and princesses have taken up cooking with enthusiasm and are finding it fun. (Pupils might bring to class articles on food or recipes of prominent persons.) Consider why so many new homes today have the kitchen near the living room and den. Discuss the good times associated with cooking at home with family or with company. Point out how tying aprons on guests can make for good fellowship and informal fun since entertaining today is not formal and stiff. Discuss ways in which food may serve as a means of developing common interests, such as in sharing recipes, discussing food preferences, etc. Discuss other ways foods may serve as a socializer, such as coffee breaks, teas, party refreshments, etc.

Discuss the increasing interest in food favorites from different countries, such as the Italian pizzas and spaghetti, Danish pastries, Swedish meat balls, German Stroganoff, etc. Recognize how this trend is a means of breaking down communication barriers as well as a way of extending and enriching one's interests and experiences with foods.

Discuss why girls no longer boast of not being able to boil water or that they can only cook fudge. Emphasize that women in their role as homemakers are the guardians of the health of the family and good meals provided by them help keep the family in physical condition and help keep the family happy. Consider the asset a wife is to her husband's business and social life when she can entertain his friends and associates with a well-prepared meal.

Recognize that much can be learned about cooking through helping with meals at home. Discuss that learning the fundamental principles at school and further practicing them through helping at home, helps one become an expert cook. Discuss foods the class members already know how to cook and identify some of the simple fundamentals of cooking to be learned through this unit.

Recognize that there is much to learn about cooking which makes it interesting. Emphasize that there is no "guess work" in the cooking methods of today because precision cooking is

done with tested recipes, accurate measurements, timed cooking and controlled temperature. Recognize that one can be experimental only after the fundamentals of cooking have been mastered. Point out that time, energy and money involved in food preparation is related to values held and satisfactions gained by family and friends.

OPPORTUNITIES FOR GAINFUL EMPLOYMENT IN JOBS INVOLVING FOOD PREPARATION KNOWLEDGE AND SKILLS

Recognize the increase in the number of times that families and family members eat meals outside the home. Consider reasons for this increase, such as: an increase in the number of women working outside the home, availability and promotion of public eating places for family patronage, etc. Discuss the need of public eating establishments to maintain an acceptable quality of food preparation in order to satisfy the public. Point out the need for having employees who have knowledge and skills in food preparation. Recognize how achieving the basic knowledge and skills in food preparation through home economics instruction will help prepare one for jobs in restaurants, school lunch, nursing homes, etc.

COOPERATIVE WORKING RELATIONSHIPS IN THE FOODS LABORATORY

Acceptable habits of grooming and cleanliness
Cooperation
Pleasantness
Accuracy
Dependability
Willingness to change
Method, job or standard
Orderly work habits

Divide class into family groups using techniques, such as: sociograms, drawing for partners, or volunteering.

Work in buzz sessions to identify characteristics of cooperative working relationships in the foods laboratory.

Plan the type of protective apron or smock to be worn in the kitchen. Plan where the aprons will be kept and work out a system for keeping them hung and freshly laundered.

Discuss essentials, such as washing hands and other practices related to sanitation before starting to work, and use of paper towels while working. Discuss public health standards for food service workers. Recognize how wearing comfortable shoes may reduce fatigue.

Discuss the feeling of satisfaction in maintaining a clean kitchen. Consider how head and hands are partners in developing orderly habits and in learning quick and easy ways to do the jobs at hand.

HOUSEKEEPING RESPONSIBILITIES FOR THE FOODS LABORATORY

Display on bulletin board, pictures of attractive, clean, and orderly kitchens. Discuss ways of sharing work in the foods laboratory. Plan for distribution of responsibilities among class members. (A device may be developed for assigning housekeeping responsibilities planned in such a way that rotation will be possible, such as a chart or wheel.) Plan for responsibilities, such as: serve as class officer; serve as hostess; take charge of bulletin board and display case; check cabinets at end of period; empty and clean garbage can; check to see that all chairs are in their places at the end of the period and that the floor is clean; check books, magazines, and booklets and

put in place; assist teacher in giving demonstrations by getting out supplies, utensils, and other equipment and putting them away; clean refrigerator and see that food is kept in the correct place; check ranges in each group for cleanliness; get supplies out and put away; and adjust windows and check temperature of room.

ARRANGEMENT AND ORGANIZATION OF KITCHEN AND EQUIPMENT

Tour the foods laboratory and observe the arrangement and location of equipment and supplies. Explain how each unit kitchen is set up. Tour the school lunchroom or a local restaurant to observe equipment and working operation. Become acquainted with storage space provided for all items, such as aprons, towels, table linens, staple supplies, small appliances, and teaching aids. Discuss methods of having a "place for everything and everything in its place."

NAMES, USES, AND CARE OF EQUIPMENT IN FOODS LABORATORY

Measuring equipment
Mixing and preparation equipment
Cutting and chopping equipment
Baking pans and oven dishes, equipment for cooking on top of range, small electrical appliances, storage equipment, cleaning equipment, large equipment.

Examine equipment in the unit kitchens and learn the names and uses of each piece. Identify equipment by name and use. Determine correct methods of caring for large and small equipment and utensils. Demonstrate the methods to be used consistently in caring for the equipment.

SAFETY IN THE KITCHEN

Discuss most frequent causes of accidents, such as: haste, carelessness, inappropriate work habits, lack of training, inconvenient arrangements of cabinets or equipment, equipment needing repair, insufficient lighting, inappropriate clothing, etc. Discuss ways of preventing accidents in the foods laboratory. Develop safety rules to follow while working in the foods laboratory. Post a copy of safety rules near each unit kitchen.

SAFETY PRACTICES TO FOLLOW IN THE KITCHEN

Demonstrate safety practices to follow when using and caring for a knife, using a can opener, washing dishes, cleaning the floor, cooking at the range, using electrical appliances, reaching something on a tall shelf and controlling insects.

SAFETY IN THE USE OF EQUIPMENT

Determine safety precautions to be followed in relation to use of refrigerator, range, water heater, dishwasher, washer-dryer, disposal and freezer. Practice safety precautions while using equipment.

USE OF FIRST-AID KIT

Study the use of First-Aid kits in kitchens. Organize a First-Aid kit to be placed in a convenient location and learn to use First-Aid supplies for cuts and burns.

CONTENT	and	LEARNING EXPERIENCES

TABLE OF MEASUREMENTS AND ABBREVIATIONS AND FOOD EQUIVALENTS

Study table of measurements and abbreviations. Learn that 3 teaspoons = 1 tablespoon, 16 tablespoons = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon, 16 ounces = 1 pound. Use table of measurements to divide a recipe in half and into thirds.

Learn the abbreviations used most frequently, such as: teaspoon — t. or tsp., tablespoon — T or tbsp., cup — C, pint — pt., quart — qt.

Study food equivalents and learn that: 1 pound cheese = 4 cups grated, 1 can (14½ ounces) evaporated milk = 1 2/3 cups, ¼ pound chopped nuts = 1 cup, 1 ounce of chocolate = 1 square, 1 pound all-purpose flour = 4 cups, 1 pound sugar = 2¼ cups.

MEASURE BASIC INGREDIENTS

Determine equipment necessary for measuring basic ingredients. Demonstrate measuring basic ingredients, such as flour, sugar, cocoa and chocolate, baking powder, shortening, butter and margarine, and liquids. Practice measuring using methods, such as a "Measure Meet." (Arrange a long table with pupils seated around it. In front of each person, place a large tray or sheet of waxed paper. On this tray have containers of dry ingredients, liquids and fats; one set of graduated measuring cups, one cup for liquid measure; and set of measuring spoons and a spatula. Plan for class members to measure basic ingredients using various amounts, such as 1 cup, 1/3 cup, 5/8 cup. If a mistake is made, pass the tray to the next person. Class members check each one as she measures.)

TERMS USED IN RECIPES

List common terms used in recipes and learn the meaning.

Generalizations

The role of food as a socializer, as an aid to breaking down communication barriers, and as a symbol of hospitality and friendliness, justifies an appropriate use of resources.

Skill in food planning and preparation may be used to help achieve family values and goals, and for gainful employment.

Working with others in the foods laboratory involves group acceptance of standards of work to be practiced by each individual in the class.

Knowing equipment and furnishings and how to use and care for them tends to save time, prevent accidents and give greater satisfaction.

Understanding and using a recipe involves knowing table of measurements, abbreviations, food equivalents, and terms used in recipes.

The table of measurements is a guide to be used when changing from one type of measurement to another.

Generalizations Cont'd.

An understanding of abbreviations and terms used in recipes contributes to an understanding of recipes.

KINDS OF MILK

Prepare a bulletin board with pictures of dishes and drinks made primarily from milk and milk products. List kinds of milk available. Discuss possible uses for various kinds of milk, such as: fluid milk, whole, skim, buttermilk, Yogurt, evaporated milk, dried milk and sweetened condensed milk.

NUTRITIVE VALUE OF MILK

Review the nutritive value of milk.

PRINCIPLES OF MILK COOKERY

Casein (protein) in milk coagulates when heated to high temperatures for a long period of time; therefore milk for ordinary usage should be heated at a low temperature for a short period of time.

Study principles of milk cookery. Apply the principles of milk cookery through the preparation of a product made up primarily of milk, such as: soup, white sauce, and/or hot chocolate.

In making white sauce and/or cocoa, discuss the tendency of starch granules to form lumps when hot liquid is added. Point out ways to prevent this by coating the granules with fat, (white sauce and gravy) by making a paste of cold water (white sauce and gravy) or by blending the starch with sugar (cocoa). Point out that cocoa contains starch which means that the same methods used with flour apply to it. Recognize that stirring while the thickening takes place is a method of obtaining a smooth product.

Since milk contains lactose (sugar) overheating produces brown color due to the caramelization of the sugar. The prolonged heating of milk with sugar added results in a product of brown color.

Discuss the reasons for cooking starch; namely, to develop the flavor, make the starch more digestible and to thicken a mixture. Point out that since starch must be thoroughly cooked, it is necessary to cook the starch before adding milk (in white sauce and cocoa) in order not to overheat the milk or under-cook the starch.

Coagulation of milk protein by heat is accelerated by increase in acidity. The addition of acid foods (tomatoes or fruits) to milk may also result in coagulation or curdling.

Determine steps in the preparation of the recipe chosen, such as: studying the recipe; setting up standards for product; determining when and how jobs will be done; assembling equipment and supplies; mixing, baking and serving; putting kitchen in order; evaluating.

Demonstrate the steps in the preparation of the product or products chosen. Discuss how these foods may be used in family meals pointing out the kind of meals and accompani-

ments or what may combine with this dish, such as soup, sandwiches and beverage for luncheon or supper, creamed dishes with salad, beverage and dessert for luncheon or supper, hot chocolate with a light meal or as a party food or snack.

Prepare and serve the milk recipes chosen, following plans made. Discuss what was learned from the experience in regard to principles of cookery, use of equipment and ways of working in the laboratory.

Generalizations

Heating to higher temperatures than pasteurization affects a greater variety of changes in milk, the changes increasing in number and degree with increase in temperature.

The cooking of starch develops the flavor, renders it more digestible and breaks down cell walls allowing absorption of liquid which in turn thickens a mixture.

NUTRITIVE VALUE OF EGGS

Arrange a bulletin board with attractive pictures of egg dishes. Review nutritive value of eggs. Discuss why eggs alone or in combination with other foods as the protein dish of a meal may serve as a meat alternate.

SELECTION, CARE AND USE OF EGGS

Study egg grades on the market and which grades are appropriate for particular uses. Study the care of eggs.

Discuss use of eggs in cooking, such as: to leaven; to thicken; to coat foods and improve the glaze on foods; to improve the flavor, appearance and health value of food.

PRINCIPLES OF EGG COOKERY

The protein of eggs coagulate when heated which makes possible the use of eggs as a thickening agent.

Study principles of egg cookery. Apply the various ways of preparing eggs, such as: poaching, soft cooked (in the shell), hard cooked in the shell), fried, omelet, custards, meringues and scrambled.

The coagulation of egg protein is also the basis for the use of eggs as a binding agent and as a coating to hold crumbs together for the formation of crust on breaded foods.

Discuss how these foods may be used in family meals pointing out kind of meal or meals and accompaniments or what will combine with this dish for breakfast, luncheon or supper.

Prepare eggs in a variety of ways and evaluate results in terms of principles of egg cookery.

The leavening quality of eggs is related to its properties which enable it to hold air since it is the air beaten into the egg and not the egg itself which leavens.

Egg white and egg yolk coagulate when heated.

Toughness and shrinkage of the protein results when high temperature is used. For egg cookery, therefore, if eggs are cooked in water the water should not boil. A texture which is tender yet firm will result when eggs are cooked in water of approximately 185° F. or in oven temperature of 300-350° F.

Generalizations

Cooking eggs at high temperature tends to make them tough and rubbery.

Properties, such as color, flavor, viscosity, and coagulation contribute to value of eggs in various cookery processes.

POPULARITY OF MEAT IN MEALS AND SNACKS

Prepare a bulletin board to show attractive illustrations of a wide variety of meats as served in everyday meals and snacks.

Discuss the popularity of meat. Discuss the popularity of fried chicken and hamburger among teen-agers. List the many tasty dishes that are made from ground beef, including hamburgers, pizza burgers, meat loaf, Italian spaghetti, meat balls and spaghetti, etc. Identify other meats and their uses in meals and snacks.

Notice on restaurant menus that meat choices are listed first or immediately following the appetizers.

NUTRITIVE VALUE OF MEAT

Study nutritive value of meat. Recognize that meat is protein food or a "grow food" that is essential in the diet and well-liked by most everyone.

COST OF MEAT

Consider that meat is relatively expensive since the expenditures for meat total approximately 20 - 30 per cent of the food dollar. Point out that learning to select the kind, cut, and amount of meat and how to prepare it without waste is important. Discuss that the less expensive cuts of meat are as nutritious as the expensive cuts but the processing and cooking are different. Compare the cost of ground steak or sausage (made from less tender cuts but ground to make it tender) with T-bone, sirloin, or ham with the same nutritive value.

Recognize that cattle and hogs are grown for the market throughout Alabama. Discuss how this contributes to the economy of the State.

PRINCIPLES OF MEAT COOKERY

In cooking meats the tender cuts should be kept tender while the less tender cuts must have tenderness increased in order to make them palatable.

High temperatures tend to toughen meats and cause shrinkage of meat.

Meat cookery methods include dry heat, moist heat or combination of the two. Since dry heat has little effect in making meat tender it is used only in tender cuts of meat. Less tender meat may have dry heat applied for part of cooking time if flavor due to browning is desired, but moist heat must be used for the major part of the cooking period in order to make the cooked meat tender and palatable.

Demonstrate the use of ground beef in several ways, using family-sized amounts for each dish.

Demonstrate methods of measuring for accuracy, efficiency in use of tools, and use of range. Learn principles of protein cookery and why different cuts of meat should be cooked at designated temperature.

Follow demonstrations with laboratory practice with the pupils in different kitchens preparing ground meat in different ways. Evaluate results and share what has been learned.

Using simple menu patterns, plan meals using the ground beef dishes prepared in class. Encourage preparing of these dishes at home and report results.

Simmering, boiling and steaming (methods of moist heat) convert the collagen of connective tissue into gelatin and lower temperatures keep the fiber more tender. For less tender cuts of meats a simmering temperature of moist heat for a long length of time is required. When less tender cuts of meat are ground, the connective tissue is made more tender through the grinding, rather than the cooking process, therefore, dry heat methods might be used.

All cuts of fresh pork as well as ground pork must be cooked well-done because it contains the trichina parasite which will cause a person to have trichinosis.

METHODS OF COOKING POULTRY

Frying
Broiling
Boiling
Roasting
Barbecuing

Discuss the tradition of "Southern Fried Chicken." Consider the growing popularity of barbecued and broiled chicken.

Recognize that poultry is sold in most parts of the country and is a popular meat in most households. Point out that Alabama is a leading State in broiler production. Show how this contributes to the economy of the State.

Discuss the fact that poultry has long been domesticated. (Cocks were first raised for cockfighting. Pictures indicate that wild turkeys were found in Greece and Egypt, but were not used as food. Fatted hens were the chief food at all feasts and ceremonials.)

Study how chicken lends itself to being cooked in a variety of ways, such as: frying, boiling, roasting and in combination with a variety of foods.

BASIC CONTENT	and	LEARNING EXPERIENCES

Study the nutrient value of poultry. Consider that poultry contains a variety of the minerals and vitamins found in other meats and is an excellent source of protein. Recognize that poultry is especially appropriate for young children and the elderly because of its low fat and high protein content.

Study methods of frying chicken, including principles of protein and fat cookery. Demonstrate methods of frying chicken. Follow by practice in the laboratory, applying the principle of protein and fat cookery.

METHODS OF FRYING

Pan-frying in which shallow fat is used
Deep-fat frying in which food is submerged in fat

Study the two methods of frying (pan frying and deep-fat frying). Consider the effects of the type of container, kind of fat used, and temperature of fat on the results obtained through each method.

KINDS OF FAT ON THE MARKET

Consider why the homemaker may be confused by advertisements of the many household fats currently on the market.

Recognize that fats may be obtained in either solid or liquid form, both of which may be used for frying but both do not necessarily produce the same results for other purposes.

PRINCIPLES OF FAT COOKERY INVOLVED IN FRYING

Study the principles of fat cookery.

Temperature breaks down fats into their components. When fats are heated at excessively high temperature, visible fumes are noticable, commonly known as the "smoke-point" which is to be avoided.

Study the effect of temperature on results in frying. Identify what is meant by "smoke point." Study why to avoid the smoke point in frying and why a thermometer and other means of checking frying temperatures are needed.

FACTORS AFFECTING EXTENT OF FAT ABSORPTION

Length of time of cooking
Temperature of the fat
Character and composition of food

Discuss why from the standpoint of palatability and digestibility that fried foods should contain as little fat as possible. Study procedures of frying that will keep fat absorption to a minimum emphasizing that in general the higher the temperature of fat the lower the fat absorption and the longer foods remain in fat the greater the absorption.

Point out the need for fat being just below "smoke point" when chicken is placed in the pan for frying in order to prevent considerable absorption of fat. Discuss the necessity for slow careful cooking following the first browning in order to insure doneness without over-browning. Point out that pan-frying of chicken is generally preferred to frying in deep fat because of the need for thorough cooking.

Discuss the place of batters or coatings on fried chicken to make them palatable, retain juices and decrease fat absorption.

Set up standards for fried chicken. Follow demonstration with laboratory practice in preparation of fried chicken. Evaluate results and share what has been learned. Using a simple menu pattern, plan meals using fried chicken. Encourage preparation of fried chicken at home and report results.

METHODS OF ROASTING OR BAKING POULTRY AND MEATS

Demonstrate methods of cooking a beef roast and/or pork roast, turkey and/or chicken. Stress principles of protein cookery. Point out that roasting and baking are terms used synonomously and apply to the method of cooking meat by the dry heat of an oven. Study that experiments show that with low constant temperatures (250°, 300°, 325° or 350° F.) there is lower cooking loss, meat is juicier, more uniformly cooked, more tender, shrinkage is greatly reduced and the typical meat flavor is more pronounced.

Recognize that beef roast may be cooked to various stages of doneness but that pork and poultry must be cooked to the well-done stage. Show how a thermometer or time table may be used to determine the stage of doneness.

Point out that in the roasting of poultry the skin has a tendency to become hard and dry. Discuss a covered roaster as one means of preventing drying and toughening of the skin. Discuss the use of an open roaster with a low oven temperature (300° to 350° F.) or when the skin is covered with a cloth moistened with melted fat.

Discuss how determining the stage of "doneness" of poultry is somewhat more difficult than for other meats. Point out the use of the time tables from the Institute of Home Economics to determine length of cooking time. Consider that poultry is done when the joints can be moved easily, especially the thigh.

Study why fresh pork is cooked well-done to destroy the trichinella spiralis which is a parasite causing trichinosis.

CUTS OF MEATS FOR ROASTING AND BAKING

Identify the cuts of meats for roasting, such as: beefrib, loin and tenderloin; pork-leg, loin, boned shoulder, cured ham and spare ribs.

METHODS OF BRAISING MEATS

Study braising as a combination of dry and moist heat usually applied to less tender cuts of meat and poultry. Point out that dry heat is used for browning purposes after which a small amount of water is added and the container is closely covered until the meat becomes tender. Recognize that the water should simmer since boiling tends to toughen meat. Discuss why braising may be done in a tightly closed pan in the oven with no water being added because steam provides the moist heat. Set up standards for roasting and braising meats and poultry.

Demonstrate braising. Follow demonstration with laboratory practice in preparation of a beef roast, and/or pork roast and/or turkey or chicken. Evaluate results and share what has been learned. Using a simple menu pattern, plan meals using beef and pork roasts,

turkey and chicken. Prepare beef and pork roasts, turkey and chicken at home and report results.

Generalizations

Learning to select the kind, cut, and amount of meat and how to prepare it without waste contributes to nutrition, economy and enjoyment.

Less expensive cuts of meat are as nutritious as the expensive cuts but the processing and cooking are different.

Less tender cuts of meat may be ground to be made more tender.

Cooking meat at a low temperature tends to increase tenderness, flavor, and to prevent undue loss of fat and juices.

Heating fat to excessively high temperatures tends to break down the fat into components and fumes referred to as the "Smoke Point" are noticeable.

The extent of fat absorption is influenced by the length of time for cooking, temperature of the fat, character and composition of the food.

Cooking poultry at a low temperature tends to increase tenderness, retain juices, and cook evenly.

Cooking fresh pork well-done will destroy the trichina parasite.

The methods of meat cookery include dry heat, moist heat or combination of the two.

Simmering meat with moist heat for a long length of time tends to increase tenderness.

Dry heat may be used for cooking tender cuts of meat since it has little effect in making meat tender.

VEGETABLE AND FRUIT COOKERY

Prepare a bulletin board with pictures of vegetable and fruit dishes. Discuss the increased interest in fruits and vegetables due to increased knowledge of the nutritive value, improved varieties available and more information on how to use them both cooked and raw.

Discuss that vegetables were first looked upon as medicine rather than as food and were prescribed by physicians for the sick. (A story is told about how the life of Emperor Augustus was saved by the timely administration of lettuce. Cucumbers were valued for reducing temperatures in fevers.) Recognize that vegetables and fruits are valuable sources of vitamins and minerals and are referred to as "glow food." Discuss the statement "From

a health standpoint, it is more important to know how to cook vegetables than to know how to make desserts."

Discuss how today regardless of the season of the year crisp, colorful vegetables are available. Consider that vegetables and fruits are relatively inexpensive when in season. Point out that learning to select quality vegetables and fruits and preparing them appetizingly without loss of nutrients is important both to the homemaker and to the restaurant cooks.

PRINCIPLES OF VEGETABLE COOKERY

Vegetables are cooked to soften the cellulose and develop the flavor which improves their palatability and digestibility.

Identify which vegetables may be eaten raw, which require cooking and which may be eaten raw or cooked.

Study how cooking vegetables softens the cellulose which develops the flavor and improves the palatability and digestibility.

Large amounts of cooking water extracts more flavor substances than small amounts of water, therefore, vegetables cooked in small amounts of water are more flavorful.

Discuss the use of using cooking methods which will aid in retaining color and nutrients and in developing and preserving flavor. Consider the need for using small amounts of water and cooking for as short a time as possible in order to conserve nutrients, flavor and texture.

Sogginess in cooked vegetables is due to excessive water absorption.

The flavor in cooked vegetables may be preserved by exposing as little surface as possible, cooking in as little water as possible, cooking till tender, dropping into rapidly boiling water and cooking in pressure saucepan for shortest time possible for tender product.

Demonstrate the methods of cooking leafy green vegetables, such as turnip greens and cabbage. Stress the principles of cookery which apply to green leafy vegetables. Analyze why overcooking green vegetables results in a drab green (or a reddish color in cabbage). Observe the intensifying of the green color when green vegetables are dropped in boiling water due to a breakdown of the membrane holding the coloring (pigment).

The nutrients in cooked vegetables may be preserved by using an amount of water not to exceed one-fourth the quantity required to cover vegetables, and little or no cut surface exposed to the water.

The loss of color or change to a drab color in green vegetables is due to the action of acid contained in the vegetable on the chlorophyll through over cooking and/or use of a cover on the kettle.

Identify chlorophyll as the coloring matter of green vegetables. Explain that chlorophyll is almost insoluble in water which accounts for the fact that there is usually little color in the cooking water of green vegetables, therefore, loss of color or change in color is due to factors other than solution in water. Identify heat and acid as the enemies of green pigment, thus affecting the color in prolonged cooking. Consider that the acid is contained in the vegetable itself but may pass off in steam if the lid is left off in the cooking process.

When cooking yellow vegetables to

preserve color, cook until tender since overcooking destroys color.

The darkening of some pared fruits and vegetables on exposure to air or from contact with metal may be attributed to the reaction of tannin with iron in the presence of oxygen.

Partial or complete gelatinizations of starch, involving swelling of starch grains, occurs during cooking of vegetables and under some circumstances, sugar may caramelize.

Discuss methods of cooking which retain color and flavor, such as cooking for a short period of time in boiling water with the lid off and use of the pressure saucepan to shorten cooking time. Consider that when cooking green vegetables to preserve color, cook in rapidly boiling water to cover all parts completely and boil continuously until tender, preferably without a lid for the first few minutes of cooking.

Discuss the various seasonings used for turnip greens and cabbage. Consider the need for cooking salt pork well before adding turnip greens to the "seasoned" water in order to cut down on cooking time of the greens and to insure well-done pork. Demonstrate various ways of seasoning and serving cabbage, such as use of bacon fat, butter, cream sauce and cheese.

Discuss the fact that the potato is an investment in good health since it is an economical source of energy, has some protein of good quality, and contains iron, Vitamin C and the Vitamin B Complex.

Study the principles of starch cookery. Review the principles of deep-fat frying. Study the method of deep-fat frying. Demonstrate methods of baking, mashing and French-frying potatoes. Using a simple menu pattern, plan meals using potatoes pointing out the kind of meals or what to combine with this vegetable, such as roast beef, mashed potatoes, beans, salad, beverage.

Follow demonstration with laboratory practice with pupils preparing potatoes in different ways. Evaluate results and share what has been learned. Prepare potatoes at home.

Discuss why sweet potatoes are similar in food value to white potatoes since they are sources of Vitamins B_1 and C. Identify sweet potatoes as a source of Vitamin A as indicated by the yellow color. Consider that sweet potatoes are a better source of energy than white potatoes due to the sugar content. Recognize that sweet potatoes combine well with pork, fowl and game in menu planning.

Demonstrate methods of baking, mashing and candying potatoes. Stress the principles of vegetable cookery which apply. Using a simple menu pattern, plan meals using sweet potatoes pointing out the kind of meals or what combines with this vegetable, such as pork, baked sweet potato, apples, salad and beverage.

Follow demonstration with laboratory practice with pupils preparing potatoes in different ways. Evaluate results and share what has been learned.

Generalizations

Vegetables are cooked to soften the cellulose and develop the flavor which improves palatability and digestibility.

When cooking green vegetables, to preserve color, cook in rapidly boiling water to cover all parts completely and boil continuously until tender, preferably without a lid for the first few minutes of cooking.

When cooking yellow vegetables, to preserve color, cook until tender since overcooking destroys color.

When cooking white vegetables, to preserve color, cook only until tender since overcooking darkens and develops bad taste and odor.

The flavor in cooked vegetables may be preserved by exposing as little surface as possible, cooking in as little water as possible, cooking till tender, dropping into rapidly boiling water, and cooking in pressure saucepan for shortest time possible for tender product.

The nutrients in cooked vegetables may be preserved by using an amount of water not to exceed one-fourth the quantity required to cover vegetables and little or no cut surface exposed to water.

FRUIT

Consider that fruit is among the best liked of all foods. (They may be had locally in most of the country and many are in season the year around.) Identify the various forms in which fruits are available on the market. Compare the cost of fresh, dried, and canned fruit, such as sliced apples, apple sauce, and apple juice. Recognize the variety of ways fruit may be used in meals.

PRINCIPLES OF FRUIT COOKERY

The darkening of some pared fruits on exposure to air or from contact with metal may be attributed to the reaction of tannin with iron in the presence of oxygen.

Study ways of keeping fruit, such as: apples from turning dark during and after paring; using a stainless knife; immersing apples in water; sugar syrup, or marinating in lemon or orange juice; etc.

When it is desirable to have fruits hold their shape, they are cooked in syrup. When fruits are cooked in syrup, the cells take up sugar by osmosis, the fruit becomes more transparent and may tend to shrink slightly. A desirable proportion of water to sugar for most fruits is about 2 to 1.

Recognize that the method of cooking fruit depends on whether the use requires fruit pulp or fruit which holds its shape. Discuss that when fruits, such as apples are cooked in syrup, they hold their shape and become more transparent. Identify the proportion of water to sugar for most fruits as being two to one.

Point out that fruits, such as apples which are

Fruits which are to be cooked to a smooth pulp are stewed in water until of the desired consistency, after which sugar is added.

Soaking dried fruit in water at 176° F. results in the maximum water absorption and shortens the time required for cooking.

For maximum swelling and tenderness of fruit, cover washed dried fruit with hot water and place the saucepan over a slow fire where the water may remain hot without boiling for a period of about two hours.

to be cooked to a smooth pulp are stewed in water until of the desired consistency and then sugar is added. Recognize that some varieties of fruits do not cook to a smooth pulp under any circumstances and not every variety will hold its shape when cooked in syrup. Consider that fruits cooked more slowly sometimes tend to hold their form better. Consider that when fruits, such as apples are baked in their skins steam forms within the fruit and cooks the interior.

Demonstrate the use of fruits, such as apples in several ways, such as baked apples, apple sauce, stewed dried apples, Apple Brown Betty. Stress the principles of fruit cookery which apply. Make application of these principles to the cooking of similar fruits. Using a simple menu pattern, plan meals using the apple dishes prepared in class.

Follow demonstrations with laboratory practice preparing apples in different ways. Evaluate results and share what has been learned. Prepare these dishes at home and report results to the class.

Generalizations

Fruits when cooked with sugar tend to hold their shape, become more transparent, and shrink slightly.

Fruits when cooked in water, without sugar, tend to lose their shape.

KINDS AND USES OF SALADS

Study bulletin board on which are arranged colorful pictures of many different kinds of salads.

Discuss the increasing popularity of salads due to variety of uses, adaptability of ingredients and opportunities for creativity. Consider how the many different kinds and uses of salads make it an enjoyable experience to experiment with salads and salad dressings. Discuss the increasing interest of men in learning to be an expert salad maker.

Consider how salads may be used as a first course in a meal, an accompaniment to a meal, a main dish, a dessert or refreshment. Identify kinds of salads that may serve these purposes, such as: appetizer—tart fruit or seafood arranged on greens; main dish—hot or cold salads containing meat, poultry, seafood, eggs or cheese; accompaniment to meals—medium sized portion of salads; dessert or refreshments—sweet salads.

PREPARATION OF SALADS

Arrange an exhibit of salad greens available in the market and demonstrate how to prepare and store salad greens.

Demonstrate and discuss how to cut various fruits, vegetables and meats for different salads. Demonstrate which may be sliced, chopped, diced or shredded. Determine for what kind of salad each is appropriate.

Recognize the differences in flavored and unflavored gelatin. Recognize that flavored gelatin contains sugar and flavoring and unflavored gelatin does not. Point out that fruit juice or syrup from canned fruits may be used in place of part of the water in making flavored gelatin. Recognize that since plain gelatin is unsweetened and has no flavor, sugar, fruit juice or some other flavoring may be added. Discuss procedures to follow in adding fruits and vegetables to congealed salads for flavor, texture and/or appearance.

Consider what foods are most suited for a relish tray, such as pickles, celery sticks, radishes, olives, carrot curls.

Demonstrate the methods for making a tossed salad, congealed salad, fruit salad, potato salad, meat salad and relish tray.

Demonstrate the arrangement of each salad for serving. Show how a salad containing the same ingredients can be arranged in several different ways. Determine standards for salads, such as: thoroughly chilled, drained ingredients; an appetizing and attractive appearance; a suitable dressing that contributes to the flavor. Discuss uses of salads in family meals.

Follow demonstration with laboratory practice preparing different salads. Evaluate results and share what has been learned.

SALAD DRESSINGS

Discuss the use of dressing to bring out and add to the flavor of a salad as well as accent the color scheme. Discuss the wisdom in the Spanish proverb "A spendthrift for oil, a miser for vinegar, a counselor for salt, and a madman for mixing." Consider that a homemade dressing is relatively easy to prepare and less expensive than commercial dressing.

Study the basic dressings for salads and the purposes of each.

Demonstrate the making of French Dressing and mayonnaise. Recognize that mayonnaise and French Dressings are emulsions meaning "a liquid in another liquid with which it does not mix." Show how vinegar and oil shaken together form an emulsion, but on standing the oil particles reunite and separate from the lemon juice or vinegar. Point out why emulsions of this kind are described as temporary and must be reshaken each time they are used.

Recognize mayonnaise as a permanent emulsion through which droplets of oil are coated with egg to keep them from reuniting and separating from lemon juice or vinegar. Discuss instances when homemade mayonnaise has separated during the process of making and on

storing. Identify factors known to affect the formation of stable mayonnaise, such as: oil at room temperature emulsifies more readily than cold oil; egg yolk is a more efficient emulsifier than whole eggs or egg whites; adding oil gradually to the well beaten egg yolk followed by larger quantities of oil results in a rapid emulsion; separation is less likely to occur when rapid and thorough beating follow each addition of oil; acid and seasonings may be added to the egg yolk before adding oil; added alternately with the oil or may be added after the oil.

Point out why these procedures are important to be followed in order that each particle of oil may be coated with egg to form a stable emulsion.

Follow demonstration with laboratory practice preparing either a French Dressing or mayonnaise or both. Evaluate results and share what has been learned.

Generalizations

Salads may be used to stimulate the appetite, brighten a meal, provide contrast to other foods served and add nourishment.

French dressing is a mixture of an oil, an acid and seasonings which have been shaken together (temporary emulsion).

Mayonnaise is a thick, rich, uncooked salad dressing made of oil, an acid, egg and seasoning (permanent emulsion).

QUICK BREADS

Prepare a bulletin board with pictures of quick breads.

Discuss the role bread has played throughout history. Discuss how the Stone Age Women ground cereals between stones, moistened the crushed grains with water, shaped them into small cakes, and covered them with ashes before baking them on heated stones or in small ovens. Recall from history that Egypt had the first public oven; Trojan, the Roman Emperor, established a college for bakers and its graduates were eligible to become Senators.

Discuss the fact that white bread first appeared in Egypt and then again in the Middle Ages at which it was prepared for Church Services and surplus was sold to Nobility. Point out that biscuits were first made during the Middle Ages to provide a simple food for sailors, travelers and soldiers.

Discuss the statement "Everybody enjoys a freshly baked batch of crunchy bread hot out of the oven." Identify the kinds of breads as quick breads and yeast breads and analyze the differences.

Discuss why quick breads are especially suited to luncheons and suppers because they can be mixed and baked in a short time. Consider that mixing and baking of quick breads follows an exact procedure which can be easily learned through knowledge and practice.

BISCUITS (PASTRY METHOD)

Study the method for making biscuits. Learn the principles involved.

PRINCIPLES OF QUICK BREADS

General purpose flour has a less strong and elastic gluten than bread flour and is generally used for quick breads.

Study the effects of the various ingredients on the finished product. Point out that this knowledge is used in understanding methods of combining ingredients, judging the reliability of recipes and in accounting for failure or success.

Baking powder is used as leavening when sweet milk is used as the liquid. Soda is used when the liquid is sour milk. (Use 1/2 t. soda to 1 cup sour milk—1/4 t. soda to 1 cup slightly sour milk.) Both baking powder and soda may need to be used in some breads when the milk is only slightly sour. (1/2 t. soda is equal in leavening power to 2 t. baking powder.)

Study the selection of flour and review methods of measuring. Study the use of baking powder and soda as leavening agents and the relationship of each to the liquid used. Study the purpose of liquids—the kinds that may be used and the kind and amount of leavening required.

Dry leavening agents are best sifted with the flour and should not be wet until one is ready for the gas forming reaction to occur.

Consider the adjustment in ingredients that must be made when using self-rising flour since self-rising flour contains baking powder and salt.

Fats when added to a flour mixture tend to improve flavor, make crumb more tender and increase browning.

Study the purpose of fat in breads and the selection of solid or liquid fat according to the texture desired.

Fats and oils produce their shortening effect by coating flour particles and by forming layers or masses which physically separate different parts of the dough structure and prevent them from coming together.

Determine standards for biscuits, such as: a size twice that of unbaked dough; straight sides and level top; lightness in proportion to size; golden brown; creamy white; delicate flavor.

Demonstrate methods of measuring, mixing, kneading and rolling. Demonstrate effects of over mixing and undermixing.

The proportion of liquid to flour is that which will give a soft easily handled dough.

Follow demonstration with laboratory practice in making biscuits. Evaluate results and determine what was learned in regard to principles of making quick breads.

The amount of liquid is dependent on the absorptive power of the flour and the kind of liquid used.

Identify the kinds of biscuits and mixes on the market, such as: canned, frozen, partially baked and prepared mixes. Discuss uses of these products. Study relative cost and satisfactions gained from each product considering results and time involved.

Liquids hydrate the starch and dissolve certain constituents, such as: sugars, salts, and baking powder.

The pastry method is used for biscuit and pastry which includes sifting dry ingredients together, blending fat with dry ingredients and adding liquid at the last.

Undermixing of biscuits results in small volume and a mottled effect.

Overmixing results in soggy biscuits.

Kneading is required to thoroughly combine all ingredients.

A hot oven around 425° F. is required for quick breads because a lower temperature dries them out before they are baked.

QUICK BREADS USING CORNMEAL (MUFFIN METHOD)

Discuss the Southern Tradition of baking corn bread, corn meal muffins, corn sticks, hoecake, and crackling bread.

Recognize the different kinds of corn meal available in Alabama, such as home ground, bolted meal, and self-rising. Identify the food value contained in corn meal. Discuss the provisions of Alabama's Corn Meal Enrichment Law.

Identify the ingredients used in corn meal quick breads as corn meal, liquid, leavening, and fat. Recognize that quick breads made from corn meal result from a batter which is made in a different way from the procedure followed in making biscuit dough. Identify this method as the "Muffin Method" as compared with the "Pastry Method" used in making biscuits. Discuss the use of eggs as a leavening agent and as a means of adding flavor and nutritive value to corn meal batters.

Analyze the "Muffin Method" as one which includes the sifting of dry ingredients together, the addition of beaten eggs, liquid and melted fat or oil. Review the relationship of leavening to the kinds of liquid. Point out that more liquid is needed for a batter than for a dough in comparison to the amount of dry ingredients used. Recognize that over-stirring of flour muffins results in tunnels, because of the over development of the gluten while overmixing of corn meal muffins is not likely to occur unless flour has been mixed with the corn meal.

Demonstrate the method for making muffins or corn bread. Stress the principles involved. Determine standards for muffins, such as: a rounded top; a tender, golden brown crust; lightness in weight in relation to size; an even textured crumb; a delicate flavor. Follow demonstration with laboratory practice in some form of quick bread using corn meal. Evaluate results and determine what was learned in regard to principles of quick breads.

Discuss foods that corn bread may be used with, such as, turnip greens, green beans, field peas, butterbeans, etc.

Generalizations

Mixing and baking of quick breads follows an exact procedure which may be learned through knowledge and practice.

Factors influencing the success in making quick breads are accuracy in measurements, skill in manipulation, control of oven temperatures, and knowledge of kinds and proportion of ingredients and application of the principles.

CAKES

Prepare a bulletin board with colored pictures of different kinds of cakes. Discuss the significance of cakes in celebrations, such as birthdays, weddings, and anniversaries.

Discuss that in 1200 A.D. a man developed a cake with a smooth texture and flavor by creaming butter, sugar, and eggs for two hours before adding the flour. (He baked it in small layers and they were stacked together as our present-day layer cakes are. This cake had a religious significance. It appeared at weddings, christenings and funerals.)

Discuss the statement that throughout the centuries, cakes have been considered the final test of a chef's art. Identify the ingredients used in making butter cakes and study the purpose of each ingredient.

PRINCIPLES OF THE CONVENTIONAL METHOD (CAKE METHOD) OF CAKE MAKING

The creaming of the fat until light and fluffy incorporates air and makes it easy to combine with other ingredients.

The gradual adding of sugar to the creamed fat enables the sugar crystals to absorb the fat, distributing it evenly.

Eggs added to the creamed fat and sugar with or without prior beating contributes leavening power, flavor, and nutritive value.

The sifted dry ingredients added alternately with the liquid ingredients

Demonstrate the conventional method for mixing a butter cake. Stress principles of butter cakes. Stress accurate measurement, following instructions, and use of controlled temperature.

Discuss possible causes of cake failure, such as:

- The solvent action of sugar on the gluten of the flour tends to prevent development of the gluten and has a weakening effect on the structure if too much sugar is added.
- When egg is added in excess, a rubbery, tough crumb is the result.
- Fat weakens the structure and tends to decrease the volume if too much is added.
- When too much baking powder is added, a coarse texture and a harsh, gummy

requires only enough stirring to combine.	crumb is the result. • When too much flour is added, the structure is weakened and the cake is compact and dry and tunnels may be present.

Demonstrate the preparation of pans, pouring in batter, and placement in the oven of the pans. Demonstrate testing for doneness. Determine standards for butter cakes. Follow demonstration with laboratory practice preparing a butter cake. Evaluate results and share what has been learned.

Discuss use of packaged cake mixes. Make a cake from a mix and compare with one prepared by traditional method as to quality, cost, and time involved.

CAKE FILLINGS, FROSTINGS AND ICINGS

Discuss the statement, "Frosting on the cake is the proverbial extra bit of goodness."

Discuss the variety of fillings and frostings or icings which may be used on cakes, such as divinity, seven minute, confectioners' sugar, caramel, chocolate fudge, and fruit fillings, such as Japanese Fruit, Lane Cake, Lady Baltimore, etc.

METHODS OF COOKING FROSTINGS AND FILLINGS TO PRODUCE A SMOOTH, CREAMY TEXTURE

Consider the need for learning the principles of sugar cookery as the basis for making frostings and fillings that are smooth and creamy instead of "grainy" in texture.

Discuss how "grainy" texture results from the formation of a few large sugar crystals during the cooking and cooling and a "smooth" texture results from the formation of many fine sugar crystals. Study methods of sugar cookery that will insure the formation of many fine crystals and avoid the formation of a few large crystals, such as:

- Dissolve sugar before mixture begins to boil.
- Add certain products, such as cream of tartar, corn syrup, butter, cream, brown sugar, chocolate, etc.
- Control temperature while cooking frosting.
- Avoid re-using stirring spoon once the mixture has started to cook.
- Avoid agitation while syrup is cooking and cooling.
- Cool to 104° F. before beating.
- Use of butter or margarine if recipe calls for it to grease sides of saucepan before adding ingredients.
- Cover the cooking pan during the first part of cooking so that steam will melt the sugar crystals on the side of the pan.
- Beat until crystallization is completed.

CONTENT	and	LEARNING EXPERIENCES

PRINCIPLES OF SUGAR COOKERY

Through the process of cooking, cooling, and heating, sugar molecules get together to form sugar crystals referred to as crystallization which is essential to candy making or making of certain kinds of frostings.

Discuss the application of principles of sugar cookery in candy making.

Demonstrate method for preparing a cooked frosting. Determine standards for a cooked frosting, such as: uncracked glossy exterior; soft, delicate flavor; well-blended flavor; fluffy exterior; smooth, creamy texture.

When large crystals are formed, the mixture is "grainy." When fine crystals are formed, the texture is smooth and creamy.

Follow demonstration with laboratory practice making uncooked frostings.

When foreign substances, such as corn syrup, butter, cocoa, etc., are added, they interfere with the sugar molecules in forming large crystals and thus contribute to a smoother, creamier texture.

Compare cooked and uncooked frostings as to purpose, quality, cost, and time involved. Compare the cost and quality of mixes for frostings and frostings prepared from own ingredients.

Agitation (beating) aids in the formation of finer crystals when the mixture is cooled to 104° F. before beating is started. The temperature at time of beating is directly related to the size of the crystals—the higher the temperature, the larger the crystals —the lower the temperature, the more difficult is the beating necessary to develop the desired crystallization.

Undissolved crystals on the sides of the pan (seeding) contribute to the starting of crystallization prematurely.

While beating just prior to crystallization, the mixture becomes thinner and warmer, then loses its gloss and crystallization is complete.

Generalizations

Skill in cake making may be acquired through knowledge of and application of the principles in actual practice.

Cake making offers opportunities for creativity.

Cakes have nutritive value, contribute to the enjoyment of family meals and special occasions.

Cakes are of many kinds and may be made by a variety of methods including the conventional and the speed methods.

CONTENT	and	LEARNING EXPERIENCES

COOKIES

Prepare a bulletin board of pictures showing drop cookies. Discuss how cookies bring back many pleasant memories of grandmother's well-filled cookie jar. Discuss that many cookies have an old-world origin, such as butter cookies and almond crescents from Norway and Sweden, petits fours from France, and our own cookies, chocolate chips, and nut drops.

DROP COOKIES

List the kinds of drop cookies familiar to the group. Demonstrate the method for mixing drop cookies, such as chocolate chips. Determine standards for drop cookies, such as rich and tender texture, lightly browned color, pleasing flavor. Follow demonstrations with laboratory practice preparing different kinds of drop cookies. Evaluate results and share what was learned. Discuss methods of storing cookies.

Generalizations

Skill in making cookies may be acquired through practice.

Cookies may be used for snacks, accompaniments to other foods, or for dessert.

BEVERAGES

Discuss that beverages are used in all parts of the world as part of a meal and between meals, such as French drink chocolate; English prefer tea; Americans enjoy several beverages, such as milk, coffee, tea, cocoa, and chocolate. Discuss that fundamentally beverages are used because the human body requires liquid.

COFFEE

Recognize differences between fine, regular and drip grind coffees.

Method for making coffee

Factors affecting quality of coffee

Demonstrate methods of making coffee, such as drip, percolator, boiling, instant and vacuum. Discuss factors affecting the quality of the coffee, such as materials from which pot is made; water, temperature, strength of beverage, agitation, and cleanliness of pot.

Determine standards for coffee, such as no grounds or suspended particles; a clear sparkling brown color; a full rich body; fresh mellow flavor; appealing aroma; served very hot or icy cold. Consider how coffee is served as a means of showing hospitality when friends drop in.

TEA

Discuss the statement that tea is "the cup that cheers." Study types of tea, such as green, black, oolong. Demonstrate methods of making tea. Discuss precautions that should be taken in preparing tea, such as over-steeping. Discuss the accompaniments for tea, such as

CONTENT	and	LEARNING EXPERIENCES

sugar, slice of lemon or orange, milk or cream, or mint leaves. Determine standards for tea, such as full, rich flavor; cloudless, amber to golden color; inviting aroma; no sediment in cup; served piping hot temperature or icy cold. Consider how tea is served as a means of showing hospitality when friends drop in.

FRUIT PUNCH

Discuss appropriate beverages for parties and ways of serving. Prepare and serve beverage and simple cookies for a party.

Generalizations

Beverages are universal in their use as a part of a meal and between meal snacks.

A beverage is a drink which may cool and refresh or warm and stimulate and supply nutrients.

CONCEPT: MEAL PLANNING, SERVING, AND ETIQUETTE

OBJECTIVES: To help pupils to:

I. Understand what is involved in meal planning.

II. Develop the ability to set the table for various kinds of meals.

III. Know and practice table etiquette.

CONTENT	and	LEARNING EXPERIENCES

MEAL PLANNING

Discuss the practice of people of eating most of their food at designated times commonly called "meals." Identify the names and meanings of meals, such as breakfast, lunch, dinner, supper, brunch.

FACTORS TO CONSIDER IN MEAL PLANNING

Discuss the dilemma of many homemakers of "what shall we have for dinner." Define menu as a list of the foods to be served at any one meal.

Nutrition (basic food groups).

The family (number of persons, ages, health, occupations, activities, food likes and dislikes).

Identify the factors that influence the homemaker as she plans menus for the day for her family. Discuss how these factors influence the meal planning for the families of class members. Recognize the influence of family menus on the food habits of growing children.

Food cost in relation to money available.

Food available (in season, local market, home produced, home canned, home frozen, and leftovers).

Equipment for cooking.

Time available for preparation of meals.

Ability and experience in food preparation.

Variety desired.

MEAL PATTERNS

Recognize that meals do not follow a set pattern since meal preferences vary with food needs, customs, and kind of meal.

Discuss use of meal patterns by some homemakers as a guide to planning. Examine meals illustrated on the bulletin board. Identify the meal pattern for each. Study other meal patterns and their use for breakfast, dinner and supper. Discuss that although nutritional value is the basis for meal planning, other objectives may be achieved, such as attractiveness of color and form, and appetizing in flavor and texture. Identify some of the fine points in menu planning related to these objectives.

Plan menus for a day for a family. Evaluate menus. Discuss how planning menus in advance may save time, effort, and money as well as assure nutritional meals that are acceptable to the family.

TABLE SETTING

Consider how an attractive table and appetizing food may aid in making mealtime a time of delight, relaxation, and happiness. Discuss that whether the family eats in the living room, dining room or breakfast noon, the dining area can be attractive. Prepare a bulletin board with pictures of well-designed tables.

Discuss how the plan used in setting the table is dependent upon the size of the table, the meal to be served, and the type of service to be used.

Study the guides for placing linens. Examine different types of inexpensive tablecloths and place mats that would be appropriate for a family meal. Discuss the effect of clean and attractive linens. Use colorful pictures of table linens used in table settings as a basis for discussion.

Study guides for placing decorations on the table. Study bulletins and magazine articles on simple decorations for tables. Practice making appropriate table arrangements of fresh flowers or fruits that exemplify balance and proportion in line and color.

Recognize that a place setting for each individual includes what is necessary for eating the meals. Study rules for laying flatware, glassware, and dinnerware. Demonstrate methods and follow with practice.

Practice setting the table for a meal. Demonstrate the placement of chairs at the table.

TABLE ETIQUETTE

Recognize that good manners mean consideration for others. Consider that the principles of

table etiquette are not artificial refinements but are based on the principles of efficiency and consideration for others. Recognize that when one knows the rules of table etiquette he may use this knowledge in meeting situations and in making common sense adjustments when necessary.

Study guides for approaching the table. Practice approaching the table. Study guides for use of napkins. Demonstrate use of napkins. Discuss the use of tools for eating. Demonstrate the use of knife, fork or spoon. Study the use of glasses, goblets, and cups. Demonstrate managing glasses, goblets and cups. Discuss statement, "Act of eating should be refined." Study guides for act of eating. Arrange for groups to practice table setting, service, and table etiquette and demonstrate to the class.

Generalizations

Planning meals involves the consideration of nutrition, the family, available food, food cost, available time and equipment, skill in preparation, and variety of food desired.

Planning menus in advance may save time, effort, and money and insure nutrition when sufficient thought is given to these objectives.

Planning menus in advance helps eliminate the last minute decision of what to have for dinner or for any meal.

Place settings include what is necessary for eating a meal.

The pattern of table service to be used, the menu to be served, and the size of the table establish the plan for setting the table.

Table etiquette is a system of principles or rules that govern behavior at the table.

TEACHER'S NOTES

FOODS AND NUTRITION

Advanced Home Economics

CONCEPT: SIGNIFICANCE OF FOOD—FORMATION OF FOOD HABITS (SOCIOECONOMIC, PHYSIOLOGICAL AND PSYCHOLOGICAL INFLUENCES)

OBJECTIVES: To help pupils to:

I. Understand the influence of hunger and appetite in food selection.

II. Become aware of food habits and their relation to adequacy of diets.

III. Recognize the reasons for food likes and dislikes and how food habits may be changed.

CONTENT	and	LEARNING EXPERIENCES

INFLUENCE OF HUNGER AND APPETITE

Recall incidences when one's hunger led to an intense desire for specific foods or "any food." Consider that when one is hungry, food is eaten to satisfy the appetite and not necessarily to provide nutrition. Recognize how hunger and appetite are alike but different.

Identify hunger as a series of intermittent contractions of the stomach, or a sensation of pressure and tension in this region. Consider that hunger pangs may be inhibited by drinking cold water or by strong emotion like anger. Recognize that outdoor exercise and physical activity seem to increase hunger. Point out that once an individual has begun eating a meal, the hunger sensation subsides. Consider that appetite defined by Newburg is "a sensation produced by happy memories." Point out that appetite, as a desire to eat, is influenced by psychological factors, such as pleasant memories of past experiences with certain foods. Consider that the smell and taste of these foods are reminders of pleasant sensations. Point out that often an individual will continue eating a meal long after his hunger has been satisfied. Conclude that hunger and appetite are strong influences in eating, but are not necessary to eating foods necessary for an adequate diet.

FACTORS AFFECTING OCCURRENCE OF HUNGER

Consider that hunger is affected by the amount of time lapse since the food intake, the amount and composition of food eaten. Recognize that carbohydrates, such as sweet rolls and orange juice, leave the stomach rapidly and a meal high in protein leaves more quickly than a meal high in fat. Point out that foods that are a combination of protein and fat remain in the stomach the longest. Discuss the meaning of the statement, "stick-to-the-ribs" value of food. Consider the effects of the habits of an individual in relation to the amount and composition of food eaten. Discuss the effects an individual's emotional state and inborn hormonal balance have on hunger. Point out that comfort or discomfort experienced after eating is influenced by the particular foods and amounts eaten and the rate of digestion. Recognize that frequency of eating in relation to physiological comfort or to utilization of nutrients is not known and may differ with individuals and situations. Discuss the influence of these factors on food habits.

VARIATIONS IN EATING PATTERNS OF PEOPLE

Observe the eating patterns of a variety of people including different ages, sizes and sex. Discuss the variation in the food choices and amounts. Identify differences in food patterns of families in the school-community. Study

the differences in food patterns of people in different countries. Recognize the relationship of food patterns to statue, energy and health. Consider that although an adequate diet may be attained through many different food patterns, an evaluation of food patterns for adequacy is a continuing need. Point out the importance of being alert to nutritional advances, new foods and the ability to judge an adequate diet. Consider that most people have favorite foods, certain likes and dislikes, but still may have adequate diets. Recognize that food prejudices may be a handicap in attaining an adequate diet.

REASONS FOR FOOD LIKES AND DISLIKES

Discuss that food preferences begin to form with one's earliest experiences with food. Point out that young children sometimes have to eat things that mother said tasted "good-good" and yet nobody else ate them and other times they were not given things because mother said they tasted "bad-bad" and yet grown-ups had second servings. Point out that this is confusing to children and may result in food prejudices. Discuss the influence of using food for purposes of reward and punishment on the development of attitudes toward foods.

Consider that being forced to eat when ill may cause a child to refuse to eat well-liked foods. Consider also that the food habits of the dominant person in the family influences selection of food for the family. (For example, if the father doesn't like spinach, has never eaten it and says what a big man I am, the children tend to dislike spinach.)

Identify special food preferences of teen-agers, such as hamburgers, French fried potatoes, etc. Analyze reasons for these preferences. Consider influences of the "social set" on food likes and dislikes. Identify certain foods that are associated with status. Identify food preferences in relation to masculine and feminine taste. Recognize the influence of family traditions and customs on food likes and dislikes.

Point out that children learn the traditional food habits of their families and these habits in turn are passed on to their children. Consider how food that is tastely prepared may influence food preferences. Discuss the effects of hurried eating and other psychological factors on food preferences.

Recognize that tremendous emotional stresses, such as: the loss of a loved one, failure in business or great strain in personal relations, may be expressed by irrational criticism of food, rejection of food, or over-eating.

Discuss the influence of religion on the use of food, such as: the eating of meat may be forbidden on certain days or it may not be permitted at any time, some kinds of meat may be allowed and some kinds not permitted.

Recognize that people who develop a wide acceptance of food can adapt easier to social and other situations where food is involved. Point out that a person who develops a wide acceptance of food is more likely to obtain adequate nutrition and to gain pleasure from food.

Consider that food preferences develop as a result of experiences with foods and the beliefs and attitudes of others.

INFLUENCES OF FOOD FADS AND FALLACIES

Discuss the influence of food misinformation on the selection of food. Point out that food fads are usually promoted by people who wish to make money by selling a food, a book, or even vitamin pills. Consider that food fads are usually promoted without regard for nutrition. Identify some food fads, such as ideas for reducing, food supplements, and health aids. Recognize that food fallacies are ideas about

foods without factual foundation; for example, ice cream and seafood should not be eaten at the same time. Point out that if ice cream and seafood are fresh and in good condition, there should be no uncomfortable feeling after eating them. Discuss examples of food fallacies known to members of the group. Point out the value of nutritional knowledge in evaluating food fads and fallacies. Point out that food fads and fallacies tend to limit food use and may, therefore, be a serious threat to health.

MODIFICATION OF FOOD HABITS

Consider that in changing food habits, just as in changing any habit, use of the positive approach has a psychological influence. Discuss how commendation of habits already established which contribute to an adequate diet may motivate one to want to change habits which hinder an adequate diet. Consider the relationship of an analysis of "Why do I do this?" to how to change the habit. Consider the influence of desire and willingness to change on the extent to which food habits are modified. Point out that results of efforts may serve as motivators; for example, the contribution of eating breakfast to efficiency, clear thinking and adjustment to life.

Recognize that an individual's food habits become a part of his personality and that efforts to change may cause emotional reactions. Consider that the total cultural pattern of people is related to food patterns and has an influence on the extent of change possible in food habits; for example, certain American foods are not acceptable to people in other countries because of their taboos or superstitutions. Point out that efforts to change food habits under such circumstances would perhaps be damaging to the person. Analyze own food habits and make plans for changes needed to insure an adequate daily diet.

Generalizations

Non-nutritional and nutritional factors play important roles in food selection.

The primary satisfactions produced by eating include the relatively immediate sensory and physiological effects it produces and the psychological meanings it has acquired.

Hunger is an uncomfortable physiological state which occurs in the absence of food and often influences and may dominate behavior until relieved.

The occurrence of hunger is affected by the time lapse since the food intake, the amount and composition of food eaten, the habits of individuals in relation to each of these, his emotional state, and perhaps his inborn hormonal balance.

The degree of comfort or discomfort experienced after eating is influenced by the particular foods eaten and their total volume and the interaction of emotional and/or physiological stress with digestive activity.

The optimum frequency of eating in relation either to physiological comfort or to utilization of nutrients is not known and may differ with individuals and situations.

Generalizations Cont'd.

Basic to the development and evaluation of adequate food patterns is knowledge of the nutrients needed by the body and their sources in available foods.

Adequate nutrition may be attained with many combinations of foods commonly available throughout the world. No single food pattern is essential to health.

Specific foods, methods of preparation and serving, and time at which foods are eaten acquire meanings associated with family practices and traditions, social usages, status, maturity levels, masculine and feminine roles and religious beliefs.

Emotional stresses having no connection with foods in their origin are commonly expressed by irrational criticism of food, rejection of food, or over-eating.

Nutritional knowledge helps the individual evaluate food fads, fallacies, and other sensational claims which may be harmful to health.

People are likely to accept a wide variety of foods if they have a wide experience, knowledge, and appreciation of foods and if their environment reinforces positive rather than negative attitudes.

A wide acceptance of food by the individual can mean easier aaptability to varied social environments and differing economic circumstances and increased likelihood of obtaining adequate nutrition and pleasure from food.

Food habits, like other behavior patterns, are subject to deliberate modification by those who are motivated to change and act accordingly but are highly resistant to direct attempts to change.

An individual's food habits may be such an integral part of his personality that efforts to change may damage his capacity to function effectively.

Food habits and preferences are a product of complex interactions among physiological and psychological satisfactions associated with food, beliefs about foods, and economic resources.

CONCEPT: FOOD PREPARATION—FAMILY MEALS

OBJECTIVES: **To help pupils to:**

I. Develop skill in planning, preparing, and serving family meals.

II. View food preparation and service as creative experiences and be able to apply the principles of art to them.

CONTENT	and	LEARNING EXPERIENCES

III. Recognize how the principles of food cookery and management may be applied in occupations in the food service industry.

IV. Be able to prepare yeast breads, pastries, pies, cakes, frozen desserts, meat and casserole dishes.

CONTENT	and	LEARNING EXPERIENCES

PREPARATION OF FAMILY MEALS— SOURCE OF PLEASURE, CREATIVITY, AND SATISFACTION

Relate experiences in planning, preparing, and serving meals (since studying foods and nutrition in Basic Home Economics). Discuss ways in which these experiences have contributed to pleasure, creative activity, and satisfaction to the individual and family. Discuss methods used in organizing work learned through these experiences which might be of help to other class members.

Identify some methods of cookery and management which pupils feel a need for learning through this unit. Consider the opportunities provided through this unit to learn additional principles of cookery; apply the principles already learned; develop ability to prepare new foods; use knowledge and ability in food preparation and management in family meals; learn to prepare and serve food in keeping with aesthetic values; and see the application of this learning to occupations in the food service industry.

Recognize that the development of culinary art involves education, intelligence, creativity, and practice. Consider that concentration, observation, and open-mindedness facilitate the development of culinary skills that can be creatively applied.

Consider that the experiences provided in preparing food during this unit will involve techniques more advanced than those learned in Basic Home Economics. Develop a tentative list of foods to be prepared under the following categories: yeast breads, pastries, pies, cakes, frozen desserts, meat and casserole dishes. Add to this list as the need arises during the planning and preparation of the meals.

Discuss the statement, "We live in hurrying times and are a hurrying people." Take account of the opportunities provided through family meals in this age of hurry to enjoy the traditional family togetherness not "once in a while" but "most of the while." Recognize the opportunities provided through "meals at home" to develop closeness with family members within the intimacy of the family circle. Discuss ways in which the homemaker communicates (non-verbal) love or indifference to husband and family through preparing their favorite foods and guarding their health through providing an adequate diet. Discuss the acceptance or rejection the husband and family may feel, resulting from the mother's provision of appetizing meals or her failure to do so.

Identify innovations that have come about in family meal service and preparation to replace household workers and to compensate for the limited time of the many homemakers who work outside the home. Discuss the use of time and labor-saving devices, prepared and partially prepared foods, and the variety in the kind of foods available which are resources for today's homemaker in preparing and serving meals that are "tailor-made" for her family.

Recognize the many kinds of meals and snacks that come within the department of the homemaker, such as the baby's formula, the breakfast-at-all-hours, special diets, between-meal and before-bed snacks, as well as the regular type meals.

Recall the homemaker's function as the "Guardian of the Family's Health and Well-Being" in providing for the nutrition of each family member. Recall the Basic Food Groups and their use in providing a formula for the homemaker in planning meals which meet the nutritive needs of the family.

OPPORTUNITIES FOR CREATIVITY THROUGH MEAL PREPARATION

Discuss the possibility of inviting someone to 365 dinners. Consider that this is what the homemaker does for her family. Recognize that with the use of artistry, each meal can be a new experience for the cook and a looked-forward-to-pleasure for those who eat at her table. Recognize that two great foes to meal planning are monotony and fear of change. Discuss the poem by A. A. Milne:

"What is the matter with Mary Jane?
She's perfectly well, and she hasn't a pain—
And it's lovely rice pudding for dinner again!
What is the matter with Mary Jane?"

Recognize that there are ways to "dress up" or to change rice pudding to add interest as well as many recipes from which to choose new desserts to please the family. Consider that planning for variety in meals not only contributes interest to the family but can become a creative experience for the homemaker. Discuss ways the homemaker may use the available resources to make the dailiness of food planning and preparation a creative experience for her as a "food manager" and for the family as helpers. List ways, such as:

- Applying principles of art in planning meals with a variety of color, form and texture to create appetite appeal.
- Experiment with flavors including herbs and spices.
- Try out new recipes and collect and file recipes which have been used with satisfaction and those planned for later use.
- Learn to prepare basic foods with variation.

SENSORY QUALITIES OF FOOD IN RELATION TO CREATIVITY IN CULINARY ART

Color
Texture
Flavor
Temperature

Recognize that a person's appetite comes at the "beck and call" of the five senses, hearing, sight, smell, touch, and taste. Consider that the homemaker who is aware of these influences can use them in creating appetite appeal in family meals and snacks. Recognize that many of the arts appeal to only one sense (music—hearing; painting—sight, etc.), but art in food appeals to all five senses. Identify sounds associated with pleasure in foods, such as perking coffee, sizzling steaks, etc. Discuss sounds as a part of the atmosphere of the kitchen that contribute to appetite appeal.

Discuss ways in which "eye appeal" of foods contributes to "appetite appeal." Recognize that food contains all of the elements for creating a design. Discuss the statement, "The skillful food manager works with food with the finesse of an artist choosing colors for a picture."

Discuss the statement, "Good cooks rely on color to make the food sing before it is sampled." Recognize that people "eat with their eyes, too." Recall that design in food may may be achieved through the use of the same art principles as design in clothing and hous-

ing as related to color, line, texture, and form. Name the colors found in food. Locate them on the color wheel. Recall how color in food may be preserved or lost in cooking. Identify some foods that are lacking in color. Discuss ways of adding color to white, brown, and gray foods through the use of green pepper, cheese, pimento strips, and garnishes, such as parsley, paprika, etc. Discuss how the natural tint of the foods having color can become a means of creating design in foods to achieve appetite appeal. Consider the effect of using artificial colors that are not in keeping with natural food colors. Discuss ways in which colored foods may be combined to express artistry. Combine food models to show the effect of food combinations, such as chicken and dressing, mashed potatoes, cauliflower, and rolls, as compared with roast and brown gravy, sweet potatoes, turnip greens, sliced tomatoes, and cornbread. Arrange foods to show placement on the plate and table to create color balance and color contrast. Discuss relationship of the choice of color and design of the plates, glassware, table linen, and table decoration to the overall design, considering the food colors and design.

Recognize the relationship of texture to appetite appeal. Identify names of textures as rough or smooth, course or fine, fluid or solid, moist or dry, compact or porous, tough or tender, hard or soft, elastic or crisp. Identify foods having these textures. Consider why a variety of textures in a meal is considered to be acceptable by most people. Explain why liquid and soft diets might be necessary during some illness. Consider ways of adding interest to these meals through color and flavor when texture must remain constant. Discuss ways of achieving variety in texture in food to create appetite appeal, such as creamy pie filling in flaky pastry, crisp bacon with scrambled eggs, etc.

Recognize the relationship of the shape or form of foods to appetite appeal. Identify shapes of foods, such as foods with form (baked potatoes, stuffed eggs, slice of meat, etc.) and foods without definite form (applesauce, mashed potatoes, etc.). Recognize that size and shape of foods vary and thus offer choices in planning meals with "eye" as well as appetite appeal. Use food models or pictures to show how variety in form may be achieved in meals.

Discuss the universal appeal of food to the sense of taste. Recognize that color, texture, and form contribute to eye appeal in the sense of the anticipation of how the food will taste. Analyze the expression, "It looks delicious." Recall experiences when a food that "looked good" tasted "terrible." Recognize that the taste of food is a combination of food flavor and fragrance. Recognize that contrast in flavors may be achieved through the use of contrasting flavors, such as bland, sharp, sweet, tart, and salty. Discuss the meaning of the phrase, "cultivated taste." Recall that food preference and food habits are related to food tastes. Consider that one's taste may change as experiences with foods broaden. Recognize that natural flavor can be heightened or improved by the addition of spices and herbs. Display common spices and herbs and study their uses.

Discuss the relationship of temperature to appetite appeal. Discuss the "why" of the statement, "Serve hot foods hot and cold foods cold." Discuss attitudes of people toward cold coffee, melted ice cream, and weeping (syneresis) jello. Consider ways in which hot and cold foods may be served in the same meal to provide variety in temperature. Recognize the equipment and current methods used to maintain the desired temperature of food before serving. Look at pictures of meals and identify ways in which the sensory qualities of food were used to achieve appetite appeal or the reverse effect. Analyze the use of color, texture, form, flavor, and temperature of the meals. Plan meals that are both nutritious and appealing to the appetite.

Generalizations

Participation in planning, preparing, and serving meals that furnish the food the family needs and enjoys can be a source of pleasure, creativity, and satisfaction.

The association of food with intimacy from the day of birth may make it a means of non-verbal communication of love or indifference, acceptance or rejection, and other emotional feelings.

The aesthetic values of individuals may be expressed and satisfied through food preparation and service.

The principles of food cookery and management involved in preparation and service of family meals have application to similar processes in the food service industry.

Sensory qualities of foods, such as color, sound, flavor, texture, temperature, and appearance, serve to identify foods and serve as one basis for characterizing preferences.

Sensory qualities (appearance, texture, and flavor) that influence the acceptability of food products are determined by the physical and chemical properties of the food.

The inherent color of food is determined by the presence of naturally occurring or chemically produced pigments and those physical properties of the food itself which affect light reflectance. (The color seen is affected by external factors, such as light source and background color.)

Food texture is imparted by properties described in terms of sight and feel, such as rough or smooth, coarse or fine, fluid or solid, moist or dry, compact or porous, tough or tender, hard or soft, elastic or crisp. (The texture of a food is dependent upon the physical structure of its components. Texture is recognized by sensations induced by various sensory receptors. Structures associated with texture include: crystalline and amorphous solids; liquids of varying degrees of viscosity; and mixtures of liquids, solids, and/or gases in such forms as foams, gels, and emulsions.)

Flavor is determined by the chemical composition of a food and, for most foods, by small amounts of many different compounds. Flavor is experienced through the taste and odor sensory organs.

The basic taste sensations are sweet, sour, salty, and bitter; other flavor sensations are contributed by odor.

The intensity and quality of flavor may be changed by temperature and depend upon personal sensitivity.

Sensory qualities of food may be modified to stimulate appetite appeal and increase aesthetic enjoyment.

CONTENT	and	LEARNING EXPERIENCES

RECIPE COLLECTION

Consider that newspapers, magazines, TV commercials, and books are filled with household hints, menus, and recipes. Recognize that many people feel an itching in their "scissor fingers" every time they turn to a succulent-looking food page. Discuss a variety of ways of accumulating hints, menus, and recipes so that they will not drift into a drawer to become tattered and useless. Point out the use of a card file for cards on which may be pasted clippings or used for handwriting recipes. Recognize the need for keeping scissors and paste near the file box for ready clipping and filing.

Consider other methods of taking care of recipes, such as a file folder and notebook. Point out that more than one of these methods might be used. Recognize that weeding out recipes that seem passe', or those found disappointing, or the ones that have been replaced by better ones is a means of keeping the filing system up to date. Discuss the old-fashioned custom of recipe collecting. Point out that a recipe collection is more personal and meaningful when it is noted on the recipe the name of the person, family, or friend from whom it was obtained and any comments, such as "Bake in an oblong pan," or "Needs more sugar."

YEAST BREADS WITH VARIATIONS

Arrange a bulletin board with pictures of different kinds of breads. Discuss that yeast breads were first used around 300 B. C. in Egypt. (The Egyptians observed that when dough was left to stand it doubled in size and could be changed into a new and delicious food. The baked product was golden brown. The warm dough attracted yeast spores from the air and fermented, forming a gas, carbon dioxide, which leavened the dough. To the Egyptians, this change appeared to be magic.)

Consider how breads of other lands have come to this country to become part of our food pattern; for example, rich coffee cakes and pumpernickel breads of Germany, tortillas of Mexico, oatcakes and rice breads of England, rolls sprinkled with poppy seeds from Austria, hardtack of Sweden, and our native bread, unleavened corn bread in the form of hoecakes (a contribution of Indian women).

Point out that it takes little effort and management to make delicious yeast breads.

Arrange a display of as many bakery-made yeast breads as are available in the community. Discuss the fact that modern bakeries supply us with good breads, rolls, and coffee cakes but there is still a "special goodness" in home-baked products.

Point out that the ingredients used for yeast breads are the same as those used in quick breads, except for the type leavening used. Discuss that yeast may be purchased in the forms of compressed cakes and in envelopes of dry yeast. (A cake of yeast and an envelope of dry yeast are equivalent in leavening power.)

Recognize the many variations of yeast bread which may be made with only minor changes in the ingredients and procedures, such as raisin, wholewheat, oatmeal, rye, salt rising, and cheese breads. Recognize the many kinds of rolls and sweet breads (coffee cakes) that may be made with slight changes in ingredients and procedures, such as cinnamon, orange, caramel and cheese rolls, Swedish tea rings, Struessel and Stollen.

PRINCIPLES OF YEAST BREADS

Hard wheat flour has a strong gluten quality and is generally used for yeast breads.

Study the methods for making rolls using the straight-dough method. Learn the principles involved.

Study the effects of the various ingredients

CONTENT	and	LEARNING EXPERIENCES

Milk, water, potato water, or whey may be used as a liquid. Potato water and cooked potato introduce gelatinized starch which favors fermentation and enhances keeping quality and flavor.

Yeast is developed from carefully selected strains of organisms according to their carbon dioxide producing power. Enzyme action in addition to that of zymose of yeast (which is responsible for the production of carbon dioxide from sugar) goes on in bread during fermentation.

The chief starch-splitting enzyme is diatase which changes starch to maltose and occurs in yeast and flour.

Sugar increases rate of fermentation by providing food for yeast growth. For rolls 2 to 4 tablespoonsful of sugar may be used. Salt inhibits yeast growth and if used in excess will prevent fermentation entirely. One to 1 1/2 teaspoonsful may be used without detrimental effects. Fat is primarily to increase tenderness of bread, but large amounts decrease volume. Two to 4 tablespoonsful may be used in rolls. The stronger the flour used the higher the hydration capacity of the gluten: hence, the quantity of flour required is smaller.

on the finished product. Point out that this knowledge is used in understanding methods of combining ingredients, judging the reliability of recipes, and in accountng for failure or success. Review the selection of flour and methods of measuring.

Study the use of yeast as a leavening agent and its relationship to liquids used. Study the purpose of liquids and the kinds that may be used and amount of leavening required.

Point out that the only significant change in proportions for loaf bread is to decrease fat and sugar.

Determine standards for rolls, such as grain of bread fine, cell walls thin, and texture uniform, the crumb elastic and thoroughly baked and a golden brown exterior.

Demonstrate methods of measuring, mixing, kneading, and shaping rolls. Demonstrate effects of over-fermentation.

Follow demonstration with laboratory practice in making rolls. Evaluate results and determine what was learned in regard to the principles of making yeast breads.

Identify the kind of rolls and mixes on the market, such as canned, frozen, partially baked, and prepared mixes. Discuss uses of these products. Study relative cost and satisfactions gained from each product considering results and time involved.

Make from the basic yeast dough a variety of types of rolls, breads, and coffee cakes.

Liquid varies with the hydration capacity of the gluten in the flour.

Hard wheat flour requires liquid 60 to 65 per cent of the weight of the flour (1 cup of water for a 1-pound loaf). The proportion of yeast to water is 1/4 to 1/3 cake per cup of liquid if given enough time to rise.

Egg may be thoroughly beaten and added to the cooled mixture. Since egg adds about 3 tablespoons of liquid, either the liquid should be decreased by that amount or extra flour will be required.

When using the straight-dough method, the liquid is boiled or scalded to destroy undesirable organisms. Cool about 1/4 of liquid to lukewarm to be used for softening yeast.

To the remaining 3/4 cup of hot liquid, the salt, sugar, and melted fat are added. Cool to lukewarm before adding yeast to prevent destroying action of yeast. Add flour 1/2 at the time to make possible more thorough mixing. Beating the batter blends ingredients, starts development of gluten, and incorporates air for development of yeast.

When kneading is started, the dough tends to stick to the board and hands and care must be used to avoid incorporation of excess flour.

Fermentation at 79° to 90° F. develops the characteristic flavor of bread.

Gas production for leavening and acidity occurs during fermentation. Acidity is largely attributed to carbon dioxide and if acidity is too great, the baking quality of gluten is permanently injured due to loss of elasticity. Fermentation varies with flour of different gluten strength and chief starch-splitting enzymes.

Bread which has risen to double in bulk must go into a hot oven (425°). Bread which has risen less than double in bulk, may continue to rise in a moderate oven (400° F.).

Generalizations

Factors influencing the success of making yeast breads are accuracy in measurements, skills in manipulation, control of temperatures, and knowledge of kinds and preparation of ingredients and application of the principles.

Mixing and baking yeast breads follows an exact procedure which may be learned through knowledge and practice.

PASTRY

Discuss that in the thirteenth century Saint Louis awarded status to French cooks for excellence in pastry-making. Point out that pies were so popular that they were sometimes even accepted as payment for rent.

Discuss Henry Ward Beecher's much-quoted description, "Not that apple pie is no longer apple. It, too, is transformed and the final pie, though born of apple, sugar, nutmeg, cinnamon, and lemon, is like none of these but the compound ideal of the all, refined, purified, and by fire fixed in blessed perfection."

Point out that surveys of public opinion show that pies are the all-American favorite dessert with apple pie rated top.

Recognize that to make flaky pastry is the ambition of many a cook. Point out that pastry refers to crusts for pies, tarts, turnovers, and cobblers.

CONTENT	and	LEARNING EXPERIENCES

PRINCIPLES OF PASTRY-MAKING

Study the method for making pastry. Learn the principles involved.

Pastry or all-purpose flour may be used provided the proportion of fat is altered. When using all-purpose flour, 1/3 cup of fat per cup of flour is needed to produce a tender crust. With pastry flour, 1/4 cup of fat per cup of flour is used.

Study the effects of the various ingredients on the finished product. Point out that this knowledge is used in understanding methods of combining ingredients, judging the reliability of recipes, and in accounting for failure or success.

Liquid is used in an amount sufficient barely to form a dough, but not a wet, sticky dough.

Study the purpose of fat and the kinds that may be used. Point out the relationship of fat used to the amount of water to be used.

Use fat cold enough to be firm rather than pasty or oily and cut into the flour with pastry blender or with knives or spatulas to obtain a uniform distribution of fat, thus yielding flakiness.

Determine standards for pastry. Demonstrate methods of measuring, mixing, and rolling out pastry. Demonstrate the effects of too much fat and too much water.

Solid fats yield a flaky crust more easily than melted or liquid, since melted fat blends so completely with flour.

Too much water or too little water in relation to the amount of fat used decreases flakiness.

Allowing dough to stand for a few minutes before rolling increases the extensibility or elasticity of the dough.

TECHNIQUES IN HANDLING PASTRY

Identify the techniques in handling pastry, such as:

- For ordinary pie crust roll dough to about 1/8".
- Crusts are rolled into a circular shape and the dough for the lower crust should be about 2½" greater in diameter than that of the top of the pan.
- Over-development of the gluten by re-rolling may result in greater shrinkage during baking.
- Blistering of baked shells is prevented by forcing air from under the dough while fitting the dough in the pan and by pricking the dough fairly closely with a fork.
- Breakage of top crust may be avoided if small openings are made near the center —for escape of steam.

Follow demonstrations with laboratory practice in making pastry. Evaluate results and determine what was learned in regard to principles of pastry making.

VARIETIES OF FRUIT PIES

Arrange a bulletin board with colored pictures of fruit pies. Point out from the bulletin board that apples, peaches, sour cherries, rhubarb, apricots, grapes, blueberries, and blackberries

make colorful pies. Consider that the fruit may be used fresh, dried, canned, or frozen. Demonstrate the methods of preparing a fruit pie filling. Compare the cost and quality of the pie fillings on the market with the fillings made from own ingredients. Study the amount of filling needed for the size of plates used, such as: 2½ cups filling for 8″ pie; 3¼ cups filling for 9″ pie; 4 cups filling for 10″ pie.

Consider how the correct amount of filling affects the attractiveness of the pie. Discuss the types of pastry crust for fruit pies. Demonstrate the lattice crust and allover crust. Set up standards for fruit and berry pies, such as: pleasing tart flavor, slightly thickened juice, colorful filling, appealing aroma, and crisp, tender crust.

Follow with laboratory practice of making a fruit pie. Evaluate results and share what was learned.

Generalizations

Skill in pastry making may be acquired through knowledge of and application of the principles.

Fruits may be used fresh, canned, or frozen in making colorful pies with special taste appeal.

VARIATIONS IN CAKES

Prepare a bulletin board with colored pictures of different types of cakes. Identify the many kinds of cakes and ingredients used in making cakes and study the variations in ingredients, design of cake, fillings, frostings, and toppings. Study kinds of cake mixes and ready-prepared frostings. Evaluate cakes made from mixes and ones from home preparation and compare quality, cost, and time involved.

Identify causes of failure of cakes, fillings, and frostings. Stress importance of accurate measurements, following instructions, and controlled temperature.

Make a variety of cakes using different type pans, a variety of fillings, frostings, and toppings. (Include lessons in cake decorating, if desired.)

Recognize there are methods of cutting each kind of cake. Point out that the size and number of servings and cutting utensils to be used influence the cutting of a cake. Consider that a knife with a sharp, straight-edged, thin blade is suitable for cutting batter cakes. Point out that dipping the blade into warm water before cutting each portion and keeping the blade free from frosting and cake crumbs aids in making a clean cut. Demonstrate the cutting of a variety of cakes. Study some unusual methods of cutting cakes of various sizes and shapes.

Consider that storage of cakes affects the keeping quality. Discuss methods for storing cakes, such as a cake keeper, covered container, or inverting a large bowl or other container over the cake. Recognize other methods of storage that are acceptable. Point out that for protection from spoilage, cream-filled cakes may need to be stored in the refrigerator.

Discuss use of cakes for dessert, refreshments, and snacks.

Generalizations

Cake making offers opportunities for creativity.

FROZEN DESSERTS

Point out that frozen desserts were served as far back as the days of Nero. (They were prepared from sweetened fruit juices and pulp and frosted with ice brought from the mountains by runners.)

Discuss that by 1777, ice cream had found its way to America and was sold in New York City for a few hours on certain days. Point out that Dolly Madison, the wife of the Fourth U. S. President, began serving ice cream at open-house affairs at the White House. (At this time, it was prepared by placing cooked custard in the ice-cream pot and shaking it up and down in a salty ice solution until it was frozen.)

PRINCIPLES OF ICE CREAM MAKING

Study methods for making ice cream. Learn principles involved.

Butter fat when used in optimum amounts improves body and texture giving a firm, smooth product since it helps hold incorporated air.

Study the effects of the various ingredients on the product. Point out that this knowledge is used in understanding the proportion of ingredients to be used, judging the reliability of recipes, and accounting for success or failure.

Study the use of butter fat in ice cream mixtures and the results of too much butter fat.

Milk solids crowd out water content, therefore reduces water content and improves texture by giving finer crystals and greater smoothness.

Consider that milk solids are not usually used in homemade ice cream except when evaporated milk is used. Point out that too much evaporated milk results in condensed milk flavor and granular ice cream.

Crystallizations of lactose in evaporated milk produces a condensed milk flavor and sandy ice cream when too much evaporated milk is used.

Study the purpose of sugar in ice cream mixtures. Point out that sugar lowers the freezing point, retards freezing, and lowers the swell if too much is used.

Sugar lowers the freezing point, retards freezing, and lowers the swell when used in excess.

Gelatin absorbs water and gives a smooth texture by interfering with the formation of coarse crystals and has a stabilizing effect.

Consider that gelatin when used in ice cream mixtures has a stabilizing effect and due to water absorption interferes with the formation of coarse crystals and therefore gives a smooth texture.

Eggs increase viscosity, aid in the incorporation of air, and interfere with the formation of coarse crystals.

CONTENT	and	LEARNING EXPERIENCES

PRINCIPLES OF FREEZING

Swelling of frozen desserts is due to the mixture expanding in freezing and incorporation of air in mixture from agitation during freezing.

A sugar solution has a lower freezing point than pure water, therefore the higher the concentration of the solution the lower the freezing point.

Freezing mixtures (ice and salt) can be lowered by increasing the proportion of salt to 6 or 8 parts. Finely chopped ice is adequate to produce small crystals and freeze in a short time.

As salt dissolves on the surface of ice, heat is absorbed from the brine, air, and mixture to be frozen, thereby lowering the temperature of the mixture to be frozen.

As ice melts, it absorbs heat and the rapid melting of ice with addition of salt lowers the freezing point and increases absorption of heat, thus the mixture is rapidly lowered in temperature until its freezing point is reached.

Agitation should be slow until the mixture reaches 34° F. since little air is incorporated until the mixture is cooled and fast agitation tends to form clumps of butterfat.

Rapid agitation after the mixture is chilled incorporates more air and the formation of finer crystals.

The gradual lowering of the temperature favors the formation of small crystals.

Study the methods of freezing ice cream. Learn principles involved.

Study the effect of the freezing mixture (ice and salt) on the product. Study how the proportion of salt to ice affects the crystal formation and the rate of freezing.

Consider that the rapid agitation of the mixture to be frozen, before it cools sufficiently, tends to cause formation of clumps of butterfat.

Point out that rapid agitation after the mixture is chilled incorporates more air and forms finer crystals.

Discuss that the gradual lowering of temperature favors formation of small crystals which further emphasizes the need for using accurate proportions of ice to salt.

Determine standards for ice cream. Demonstrate methods of mixing ice cream, filling the freezer, and freezing the ice cream. Point out that swell should be allowed for in filling the freezer can.

Consider that the space between can and outer container should be filled about half full with crushed ice before starting to add salt to prevent salt from collecting in the bottom of the freezer. Point out that the remainder of salt and ice may be added alternately.

Follow demonstration with laboratory practice in making ice cream. Evaluate results and determine what was learned in terms of principles of preparing and freezing ice cream.

Discuss variations in ice cream, such as fruit, caramel, chocolate, etc. Make a variety of toppings.

Study various ways in which "bought" or "homemade" ice cream may be used in different ways to achieve variety in desserts.

Generalizations

Mixing and freezing of frozen desserts follows an exact procedure which may be learned through knowledge and practice.

CASSEROLES

Consider that casserole cookery has been used since 3700 B.C., but in those days the pot was hung over the fire rather than placed in an oven. Discuss that the thrifty French housewife became world famous several centuries ago because of her "en casserole" cookery and her one-dish meal that contained meat, vegetables, and seasonings. Point out that similar dishes have been made in all civilizations throughout the ages. Discuss the use of casseroles in modern meal service.

Identify the ingredients of a casserole dish, as meat, fish, eggs, cheese, or poultry combined with rice, macaroni, noodles, dried legumes or potatoes, and additional vegetables to add interest in texture and flavor; combinations of vegetables, cream sauce, or creamed soups with cheese, breadcrumbs, or various toppings; etc. Point out that casseroles may glamorize leftovers and inexpensive ingredients. Recognize that casseroles may be prepared in advance of the cooking time and require little or no watching during the baking period. Discuss the effects of long, slow simmering in the development and conservation of flavors and aromas in casserole cookery.

Consider that casseroles may be referred to as one-dish meals depending upon the ingredients used. Identify some casseroles that are one-dish meals. Point out that the casserole may be brought from the oven to the table for serving. Discuss ways of protecting the table top from the heat by using tiles, trivets, hot pads, or cork mats. Point out that there are many kinds and shapes of casserole dishes. Discuss the variety in material, color, size, and shape familiar to the group. Consider ways to "dress up" the casserole for variety in use, such as: drape in gay napkins; slip into baskets; use holders of aluminum, brass, copper, chrome, and silver; etc.

MEAT AND VEGETABLE CASSEROLES

Recognize the popularity of meat and vegetable casseroles in households throughout the country. Point out that both meat and vegetables may be used in combination with an endless variety of foods to create tasty dishes.

Demonstrate the making of a meat and/or vegetable casserole. Stress the principles of cookery that apply. Determine the necessary steps in the preparation of the product chosen, such as: studying the recipe; setting up standards for product; assembling equipment and supplies; mixing, baking, and serving; and evaluation.

Follow demonstration with laboratory practice in preparation of a meat and/or vegetable casserole. Evaluate results and share what has been learned. Discuss how meat and vegetable casseroles may be used in family meals. Using a simple menu pattern, plan meals using casserole dishes.

MACARONI-CHEESE CASSEROLE

Discuss the legend concerning a Chinese girl who carelessly allowed dough to stay in her

CONTENT	and	LEARNING EXPERIENCES

basket several hours during which interval the dough strained through the basket and dried in strips. Point out that the name given the product by the King of Naples was "Ma, caroni" or "Oh, how very dear."

Consider that a Bavarian cook tried adding egg to the dough made from hard wheat, water, and salt and shaped it into flat and ribbon-like strips, thus noodles were born some three hundred years ago. Point out that macaroni, noodles, and other paste products are very popular today.

Demonstrate the making of a macaroni-cheese casserole. Stress the principles of cookery that apply. Point out the need for following the directions on the box when cooking paste products (macaroni, noodles, spaghetti) since the cooking time varies with the shape of the product. Review the reasons for cooking starch, namely, to develop the flavor and to make starch more digestible. Point out that since starch must be thoroughly cooked, it is necessary to cook the starch before adding cheese in order not to overcook the cheese or undercook the starch.

Follow demonstration with laboratory practice in preparation of macaroni-cheese casserole. Evaluate results and share what has been learned. Discuss how macaroni-cheese casserole may be used in family meals. Using a simple menu pattern, plan meals using macaroni-cheese casserole.

Generalizations

A casserole is a dish which may combine meat, fish, eggs, cheese, or poultry with rice, macaroni, noodles, dried legumes, potatoes, and other vegetables; combine vegetables, creamed sauce, or creamed soups with cheese, breadcrumbs, and various toppings.

CONCEPT: FOOD PREPARATION—SNACKS AND COOKOUTS

OBJECTIVES: To help pupils to:

I. Recognize the relationship of food, hospitality and fellowship.

II. Know that snacks contribute to the total food supply for the day and be able to choose wisely those snacks that are in accord with the individual dietary needs.

III. Be able to plan and prepare simple food for snacks and cookouts.

CONTENT	and	LEARNING EXPERIENCES

SNACKS AND COOKOUTS

Discuss that today, eating is an accepted part of nearly every social gathering. Point out whenever young people get together, whether it be in the home, at school, or at the soda fountain in the drugstore, food plays an important part, both physically and socially. Consider that snacks and foods for cookouts provides an opportunity to develop skills in food preparation and service, stimulates interest in developing good food habits, and encourages the development of creative ability. Recognize that getting together socially provides an op-

portunity to practice accepted rules of hospitality and to develop good social relations.

Discuss the statement, "For hundreds of years, eating has been associated with friendship." Point out that when a person "broke bread" with another, he became that person's friend. (Travelers and strangers received protection in any house in which they had eaten food with the owner.)

Prepare and view a bulletin board showing teen-agers having fun with friends at home and at various other social occasions. Relate experiences of social occasions with friends which class members have particularly enjoyed.

POPULARITY OF SNACKS

Discuss the popularity of "snacktime" for people of all ages. Discuss the need for snacks and eating between meals, such as: to give pick-up energy, to satisfy the appetite and provide part of the food the body needs. Keep a list of snacks eaten each day. Discuss the contribution of snacks to the total food supply for the day. Point out that snacks should be as nutritious as the foods eaten at mealtime. Consider that snacks are not intended to be full meals but are a part of the total food supply for the day and should be light enough that they do not interfere with regular meals. Reflect on the responsibility of teen-agers to choose what is best for them to eat at snack-time.

Discuss the statement, "Sugar, spice, and every thing nice; girls are sweet but not because of the sugar they eat." Point out that sweets dull the appetite and too many sweets and starches will cause their hair, skin, weight, and disposition to show signs of poor nutrition. Analyze snacks eaten to determine whether or not they are nutritious.

Discuss difference between nibbling and eating snacks daily. Review the Basic Foods Groups needed for good health and the relationship of snacks to these foods. View pictures of foods served as snacks. Discuss snacks suitable for different occasions, such as coke parties, spend-the-night parties, church socials, after-school get-togethers, TV snacks and bedtime snacks. List some combinations of foods appropriate for snack-time, such as: cookies and fruit juice or punch; sandwiches and milk drink; sandwiches, fruit and milk; sandwiches, raw vegetables, cookies and milk; fruit or nut bread and a hot drink; dips, chips or crackers and milk; sugar-coated cereal and milk.

Discuss planning needed for the preparation of snacks, such as: studying recipe, making market order, assembling equipment and dishes for preparing and serving. Prepare and serve simple snacks, such as: sandwiches, dips, cheese straws, cookies, popcorn balls and beverages. Evaluate results and determine what was learned.

COOKOUTS

Show pictures of families and/or teen-agers "cooking out." Discuss why people enjoy "cooking out," such as: it's different from regular meals; food seems to smell and taste better; everyone can have a part; it's informal and can be fun with little cost. Share experiences "cooking out" in order to decide what the group feels a need for learning about "cooking out."

Decide on some simple cookout foods that the class will learn to prepare, such as: hamburgers, hot dogs, kabobs, French fried potatoes, salad (potato and tossed), simple desserts and simple beverages. List some things important to be learned in preparing these foods, such as: safety measures, how to work together, how to manage so as to have everything ready to serve at one time, importance of serving hot foods hot and cold foods cold, kinds

and use of equipment and control of pests.

Discuss some hints which may help to make cookouts fun, such as: keep the menu simple, encourage finger foods, use throw-away plates, serve hot foods hot, let guests help "tote and carry" and make clean-up time a cooperative project. Prepare through demonstration some cookout foods. Follow demonstration with a class cookout. Evaluate results and determine what was learned.

Generalizations

Planning, preparing and serving snacks and foods for cookouts may provide an opportunity to develop skills in food preparation and service, stimulate interest in developing good food habits and encourage the development of creative ability.

TEACHER'S NOTES

FOODS AND NUTRITION

Specialized Home Economics

CONCEPT: SIGNIFICANCE OF FOODS AS RELATED TO NUTRITION

OBJECTIVE: To help pupils to gain a broader understanding of the food nutrients, their functions and sources.

CONTENT	and	LEARNING EXPERIENCES

ADVANCED STUDY OF NUTRITION

Recognize that the learnings in this unit will build on the nutritional knowledge gained in Basic Home Economics for further depth in understanding the food nutrients, their functions and sources.

Recognize that the body of knowledge in the field of nutrition is constantly changing as food scientists discover new facts and make them available for human betterment.

Discuss the fact that "people have always known they must eat to live." Recognize that people have known through the years that food helps children to grow and adults to keep strong. Consider that nutritional research has shown that human beings may add years to their life and life to their years through applying the knowledge of nutrition to their selection and use of foods. Discuss the search of man for a "Fountain of Youth." Study how food scientists have found that the characteristics of growth may be preserved through diets richer than average in the nutrients—calcium and vitamins A and C which are found in abundant amounts in milk, deep and yellow vegetables and citrus fruits and tomatoes.

FOOD—A MEANS OF NOURISHMENT

Identify the meaning of food as "any substance taken into the body to provide nourishment." Consider that the old idea of food as related to health was one of avoiding harmful foods. Point out that today the part played by food in the promotion of health is prevention. Discuss the statement, "The body's demand for food stuff must be satisfied daily in order to manufacture the right kind and amount of substances which form the body."

"HIDDEN HUNGER"

Discuss that sometimes hunger is the kind that is not immediately felt but will show up at a later time in the form of "poor health," often referred to as "hidden hunger." Determine some of the causes of "hidden hunger," such as: insufficient amount of milk, not enough green leafy vegetables, too much starch and candy, irregular eating habits and skipping meals. Become acquainted with the danger signals of "hidden hunger" and learn how to recognize these in self and others. List some of the danger signals of "hidden hunger," such as: underweight (in children failure to gain regularly), overweight, bone deformities, flabby muscles, rough skin, lack of energy, laziness, extreme fatigue, cross and fussy, and poor appetite. Prepare a bulletin board showing newspaper and magazine pictures of people who show signs of malnutrition. Interest pupils in watching for signs of malnutrition in family members and seeking medical diagnosis and suggestions for treatment.

NUTRIENTS PROVIDED BY FOODS

Review the principal nutrients provided by foods and list them as proteins, fats (lipids), carbohydrates, minerals and vitamins. Study references and/or charts showing the nutritive value of various foods. Consider that a few foods are pure chemical compounds and contain only one nutrient.

Discuss that most foods are complex systems made up of many chemical compounds, some of which do not have known nutritive value. Use examples, such as: milk, cheese and green leafy vegetables are dietary sources not only of calcium but other nutrients as well; meats, legumes, eggs and dark leafy greens are not only dietary sources of iron but other nutrients, too.

Recognize that food nutrients are made up of almost the same chemical elements. Consider that the elements of carbon, hydrogen and oxygen are contained in carbohydrates, proteins and fats but the uniqueness of each is due to the difference in the structure of the molecule. Recognize that protein also contains nitrogen and usually sulphur.

CARBOHYDRATES

Discuss how from carbohydrates one gets most of one's energy to act, move, perform, work and live. Recognize that the chief sources of carbohydrates are sugars and starches.

Show how carbohydrates are made up of carbon, hydrogen and oxygen by burning a piece of bread in a test tube, showing that water is formed on the sides of the tube and pure carbon remains. Establish the meaning of carbohydrates as "carbo" meaning carbon and "hydrate" meaning water.

Recognize that carbohydrates make up more than one half of the American diet. Consider the contributions of carbohydrates to the diet other than energy, such as: make food sweet; help the body use fats; help prevent constipation; etc.

PROTEIN

Consider that the word "protein" comes from the Greek word meaning "holding first place." Discuss that protein is the word used to describe the substance which is an essential part of the make-up of every living cell. Consider that proteins contain carbon, hydrogen, oxygen, nitrogen and usually sulphur. Point out that the elements of protein are combined to form amino acids, which sometimes are called the building blocks of protein. Discuss that the body needs 20 or more amino acids to build different kinds of protein for growth and to maintain tissue. Recognize that the body can manufacture some of these amino acids (others need to be supplied by food). Consider that the 10 amino acids that have come from food are the essential amino acids. Discuss that protein from animal sources, such as meats, poultry, fish, eggs, milk and cheese resemble the amino acid composition of human tissues and can provide amino acids in the approximate proportion needed by the body. Point out that these are the essential amino acids. Discuss that plant foods do not generally contain all the essential amino acids. Consider how plant protein is greatly enhanced when supplemented with animal protein; for example, the protein of milk supplements the protein of wheat. Point out that in order to secure the full protein value, the foods are eaten at the same meal. Recognize that protein in the body is for the maintenance of body tissues and growth is found primarily in meat, milk and eggs.

FAT

Consider that fats are composed of carbon, hydrogen and oxygen. Recognize that weight for weight, fats yield approximately two times as much energy as carbohydrates. Point out that fat is considered primarily as an energy food. Recognize that when more fat is consumed than is needed, the surplus is stored as fatty tissues. Consider that fat acts as carrier of the fat-soluble vitamins. Point out that fat adds to the flavor of foods and delays the return of hunger due to the staying quality.

Discuss that fat forms a padding to protect the vital organs of the body. Recognize that sufficient fat in the diet aids in elimination since it acts as a lubricant in the intestinal tract. Consider that fats furnish fatty acids which are essential to health. Recognize that the three fatty acids essential for nutrition are linoleic, linolenic and arachidomic. Point out that linoleic is the most widely distributed. Recognize the sources of linoleic acid as including many grains and seed oils, lard, margarine and butter. Consider that linoleic acid is the most important of the fatty acids since it must come from the diet because it cannot be formed in the body. Point out that linoleic acid is necessary for growth and reproduction and helps protect against excessive loss of water and damage from radiation. Recognize that fat is essential in the diet for its energy value, palatability, staying quality, and as a source of vitamins A, D, E and K and of fatty acids which facilitate utilization of fat-soluble vitamins.

MINERALS

Consider that minerals are present in very small amounts in the body. Recognize that minerals are necessary as body-building for bones, teeth and certain body tissues and help to regulate body processes. Discuss that calcium is found in the body in larger amounts than any other mineral. Recognize that most of the calcium found in the body is contained in the bones and teeth. Study the use of calcium as a building material. Recognize that the strength and the shape of the body are dependent on a sturdy skeletal structure. Discuss that calcium and phosphorus supplied by food are the building materials for this structure. Consider that calcium is necessary every day for the normal functioning of the body. Recognize that calcium helps muscles to contract and regulates the heart beat. Point out that calcium in the blood aids in the clotting of blood. Consider that foods rich in calcium also contain phosphorus which is a part of the salts which help to maintain the acid base balance of the body. Point out if there is sufficient calcium and protein in the diet, phosphorus will be adequate. Recognize rickets (a bone disease which occurs in children) as the deficiency disease of calcium. Consider that calcium, phosphorus and vitamin D supplied in sufficient amounts will prevent rickets. Recognize sources of calcium, such as milk and milk products, oysters, shrimp and clam and some leafy green vegetables, such as turnip greens, cabbage, collards and mustard greens.

Consider that iron with the help of copper combines with protein to form hemoglobin, a compound in red blood cells. Recognize that the body is thrifty in its use of iron since the same iron is used over and over again. Discuss that there may be special needs for iron, such as: during periods of growth when the blood supply is increasing; to replace losses in menstruation; to take care of the needs of pregnancy and lactation. Recognize sources of iron, such as: liver, leafy green vegetables, dried peas and beans, eggs and whole grain and enriched cereals.

Study how sodium and potassium are vital in keeping a normal balance of water between the cells and the fluids and help maintain a balance of acid and alkali in the blood. Consider that all types of muscle, including the heart, are influenced by sodium and potassium. Consider that the body conserves sodium and potassium when the intake is low by reducing the amount excreted in the urine. Recognize that salt is the main source of sodium in the diet. Discuss how excessive sweating may cause loss of salt (sodium chloride) which may be supplied by taking common table salt or salt tablets. Consider how under ordinary conditions there is little possibility of the body being deficient in sodium or potassium since both occur in a wide variety of foods.

SPECIALIZED CONTENT	and	LEARNING EXPERIENCES

VITAMINS

Discuss how the first vitamins discovered were given names of the alphabet—A, B and C, because their chemical content was unknown. Consider that vitamins are now known for their chemical composition and because they have been analyzed chemically, they can be made synthetically. Recognize the names of vitamins which indicate what they are chemically. Examine the labels of the vitamin bottles taken from the household shelf. Discuss that vitamins are chemical compounds found in foods and known to be indispensable to health. Point out that vitamins are primarily regulatory substances and a lack of vitamins may cause retarded growth and general physical and mental inefficiency.

VITAMIN A

Study how Vitamin A contributes to the maintenance of sound tissues which aid in resistance to infection, function of nervous system, normal vision, for growth and tooth structure, normal health and vigor at all ages. Recognize that Vitamin A is a fat-soluble vitamin.

Discuss that Vitamin A occurs only in foods of animal origin. Recognize that yellow and green plants contain yellow pigments (carotene) that may be converted by chemical cleavage into fragments, one of which is Vitamin A. Consider that since Vitamin A is stored in the liver of animals, liver is a rich source. Discuss that one of the early signs of lack of Vitamin A in the diet is dry scaly skin. Recognize that night blindness may be caused from Vitamin A deficiency. Discuss how Vitamin A accumulates in the liver and may be stored to last for months. Point out that overdosing with Vitamin A may cause serious injury to health. Recognize that self-administration of highly potent concentrates is likely to result in hypervitaminosis. Consider the sources of Vitamin A as being all the different types of liver—beef, calf, chicken and pork, fish liver oils, egg yolk, milk, cream, butter and cheddar cheese. Recognize that green and yellow vegetables and some fruits are sources of carotene. Point out that carotene is converted to Vitamin A by the body.

VITAMIN B COMPLEX

Study how the vitamins of the Vitamin B Complex are obtained chiefly from meats, legumes, and whole grain or enriched cereals. Point out that the higher the protein content of the diet the more nearly adequate it will be in vitamins of the B complex. Discuss that thiamine, riboflavin, and niacin are the three vitamins from the Vitamin B Complex that are known. Consider that thiamine, known as the antiberiberi vitamin, is a water-soluble compound that is readily broken down by heat in neutral or alkaline solution. Consider how overcooking food and discarding the water in which the food is cooked may cause large amounts of Vitamin B to be lost. Discuss the sources of thiamine, such as: lean pork, dry beans and peas, nuts, whole wheat and enriched cereals and breads. Point out that thiamine helps burn carbohydrates in the body to make carbon dioxide and water. Study how thiamine is useful in bringing the appetite in human beings up to normal and is useful for the prevention and cure of beriberi.

Study the characteristics and sources of riboflavin. Recognize it as a water-soluble yellow pigment widely distributed in foods of plant or animal origin and stable to heat but is destroyed on exposure to light. Consider some of the sources of riboflavin, such as: milk and variety meats (liver, heart and kidneys), lean meat, cheese, eggs and many of the green leafy vegetables. Recognize that riboflavin aids in releasing the energy of carbohydrates. Consider that riboflavin promotes health, aids digestion and is necessary for vision. Point out that riboflavin is necessary for the body's resistance to infection and aids in preventing cracked lips.

Study how niacin helps prevent pellagra. Recognize that the most typical symptom of pellagra is a red skin eruption that later becomes dark and makes the skin very rough and scaly. Point out that the disease is usually accompanied by general weakness and mental depression. Consider that a diet high in protein, with vegetables, enriched and whole grain bread, flour and cereals protects one against pellagra.

VITAMIN C

Study how in 1917 a sugreon, Dr. Lind, achieved fame for his experiment which demonstrated the use of lemons and oranges in preventing scurvy. Point out that 200 years later the valuable substance from lemons and oranges was given the name of Vitamin C, later called Ascorbic Acid. Study the contribution of Vitamin C to the development of gums and teeth and the strengthening of small blood vessels, connective tissues and bones. Discuss that this function might be explained by the fact that Vitamin C is essential to the formation of intercellular substances or the cement between cells. Consider that insufficient amounts of Vitamin C may cause sore and bleeding gums, sore joints and a tendency to bruise easily. Point out that scurvy is the result of a diet lacking in Vitamin C. Discuss that Vitamin C is water-soluble and is not stored in the body to any extent; therefore it is necessary for it to be supplied daily through the foods eaten. Consider that Vitamin C is supplied by citrus fruits, tomatoes, cabbage, broccoli, potatoes, strawberries, etc.

VITAMIN D

Recognize why Vitamin D has been commonly called the "sunshine" vitamin. Consider that when the skin is directly exposed to the sunlight, the body is able to manufacture Vitamin D from a substance beneath the skin. Consider that Vitamin D helps to use calcium and phosphorus to build strong bones and a lack of it results in rickets. Recognize that the milk diet of babies is supplemented by cod liver oil in order to provide the Vitamin D necessary to the utilization of calcium in the body. Discuss the meaning of "fortified with Vitamin D." Study information on milk cartons and margarine packages in relation to amounts of Vitamin D added. Consider that since ordinary foods are not adequate sources of Vitamin D, the need for it may be met by consuming fish liver oils or foods fortified with Vitamin D.

ENERGY NEEDS OF THE BODY

Discuss the current interest of people in counting calories and trying various diets in order to lose weight. Study the meaning of calories and their contribution to body energy, weight loss and weight gain. Identify calories as the measure of the energy power of food. Recognize that when the food eaten contains the number of calories needed for the energy spent, the body "ends up even" and weight stays the same. Consider that when one eats more calories than the energy used, the excess is stored in the body as fat and one gains weight. Recognize that when one eats less than their energy demands, the shortage is made up from the stored-up fat and weight is lost.

Recognize that one pound of stored-up fat has an energy value of 3500 calories. Consider that in order to gain a pound of fat one deposits to their energy account 3500 calories more than the body needs and to loose a pound of fat one overdraws their energy account 3500 calories.

Study how the number of calories needed each day depends on the energy need in both the voluntary and involuntary activities of the body. Identify involuntary action as that which has to go on in order to live, but which is not under a person's immediate control, such as the work of the heart, lungs, digestive organs, reproductive organs and the growth and

repair of tissues and cells. Recognize that an adult needs 10 to 12 calories per pound of body weight every 24 hours for this involuntary activity. Identify this as one's basal metabolic rate (amount of energy the body uses while it rests). Recognize that when the body uses more than 10 to 12 calories per pound of body weight, the metabolism is high (caused by excess thyroxin in the blood which is a hormone of the thyroid gland and sets the pace for the use of calories by the body). Recognize that when the thyroxin is low, the metabolic rate is likely to be low and the body may use less than 10 to 12 calories per pound of body weight for involuntary activity. Use problems to determine metabolic rate; for example, if one weighs 120 pounds (and metabolism is normal) the body would need 1200 to 1400 calories per day to carry on the essential involuntary action (10 to 12 calories per pound of body weight). Discuss why cutting calories below this amount might cause a person to become unduly weak. Recognize that additional calories are needed for voluntary action (those motions over which one has control), such as: walking, running, sitting, riding, yawning, talking, etc.

FORMULA FOR GAINING OR LOSING WEIGHT

Study how to determine own calorie needs and work out own diet in relation to gaining or losing weight or holding present weight. Consider that in working out a formula for losing or gaining weight one decides how active he is; determines how many calories are needed daily on the basis of the activity. Determine how many calories less than those needed daily one will need to cut down in order to lose weight. Consider that a person involved in light activity needs 16 calories per pound of body weight daily; an active person needs 20 calories per pound of body weight; a very active person needs 28 calories per pound of body weight. Use an example, such as: when one is active and weighs 124 pounds, the number of calories needed will amount to 124 times 20 or a total of 2480 calories. Recognize that to cut the number of calories below those needed to carry on the involuntary activities of the body may cause one to become unduly weak. Consider that cutting calories less than 1240 (124 pounds x 10) which is the amount needed for involuntary activities might be reducing too fast. Recognize that as a general rule 1000 calories less than the number needed would be the minimum in order to provide for involuntary activities and some voluntary activities. In this case, one's activity showed a need for 2480 calories. This amount less 1000 would equal 1480, which would mean that the calorie count could be reduced to 1480 and still retain body strength but a reduction less than 1240 would likely result in weakness.

Recognize that for each pound to be lost, the number of calories must be reduced 3500 below the minimum number required by the body and not 3500 below what one ordinarily eats. In this case the body requirements are 2480 calories daily. If the number of calories are reduced to 1480 per day, 1000 calories a day will be drawn from stored fat. In order to lose one pound (3500 calories to the pound) it would require 3½ days to lose one pound of stored fat or 18 days to lose five pounds.

Recognize that weight may be lost more slowly or faster (when recommended by a physician). Consider that one may determine own rate of reducing by remembering 3500 calories (below number needed by body) for each pound to be lost and by using a table, such as:

Number of Calories Below Daily Needs	*Time Required To Lose 5 Pounds*
400 Calories	45 Days
500 Calories	35 Days
600 Calories	30 Days

CONTENT	and	LEARNING EXPERIENCES
700 Calories		25 Days
800 Calories		22 Days
900 Calories		20 Days
1000 Calories		18 Days

Discuss how an increase in activity may contribute to weight reduction unless one eats more because of the activity. Study tables to determine energy use of various forms of activity; for example, walking an extra mile a day will use 85 calories. Recognize that when reducing, a variety of food (from the four basic food groups) is required for the body to carry on its many functions and that fad diets which include less than the basic four foods might be questioned as to their safety.

Discuss use of common-sense in reducing, such as:

- Cut down on amount of food eaten.
- Trim the fat from the meat.
- Bake or broil foods rather than frying.
- Serve vegetables without sauces or added fats.
- Serve salads with a dressing made of one teaspoon of corn oil plus lemon juice or vinegar and seasonings.
- Drink buttermilk or skim milk instead of whole milk.
- Eat fruit for dessert.
- Drink coffee black without sugar.
- Eat any food at any meal just so long as calories are spread over the whole day and no basic food is omitted.
- Save some food from meals to eat as a snack.

Discuss ways one might recognize high and low calorie foods without checking a calorie chart or doing a lot of figuring. Consider that a food is usually low in calories if it is thin, watery or dilute; bulky or has lots of fiber; or is watery crisp instead of greasy crisp; etc. Recognize that a food is usually high in calories when it is thick, oily or greasy; slick smooth or gooey; sweet or sticky; compact or concentrated (like cheese); alcoholic; etc. Use these points as guides and compare on the calorie chart the calorie count of a glass of orange juice and a chocolate malt; an avocado salad with a tossed green salad; etc.

Consider that as calories are counted, one might remember to choose calories "by the company they keep" rather than selecting "lone wolf" calories; for example, candy contains many calories but has little else to recommend it from a nutritional standpoint (only CHO and fats) but calories in milk keep company with protein, calcium, riboflavin, plus other minerals and vitamins. Define "lone wolf" calories as those which lack nutritive companions. Identify "lone wolf" calories, such as alcohol, soft drinks, cotton candy, etc.

Discuss how one may gain weight by reversing the procedure for losing weight.

DAILY FOOD GUIDE (BASIC FOOD GROUPS)

Recognize that whether the goal is reducing, gaining or holding one's own weight, the basic food groups provide a guide for food selections.

Review the Food Guide (Basic Food Groups). Recall that the food guide recommends that a person eat at least one to four "servings" of food from each of the classes of food. Point out that the foods within each class have common characteristics, such as flesh of animals, mature seeds of plants, leaves of plants, citrus fruits, etc. Consider that each class of foods contains many different nutrients. Discuss the use of food groups as a quick way of planning or recognizing an adequate daily diet. Recognize that an adequate diet may also be planned or recognized on the basis of essential nutrients. Consider that when the total day's menu contains at least one food that is a "good" source of each of the essential nutrients, an adequate diet is usually obtained.

FACTORS AFFECTING NUTRIENT NEEDS AND UTILIZATION

Consider that all nutrients may be provided by foods, but the amount of food one needs each day depends on many factors, such as: the person's body needs for nutrients; the combination of nutrients within the foods eaten; the concentration of specific nutrients in the foods; one's capacity to digest the food and absorb the nutrients in the food; etc. Study the factors affecting nutrient needs and utilization, such as size, age, sex, activity, climate, physical and emotional states. Point out that research shows that not only do individuals vary in their requirements but also the same individual may have somewhat different requirements at different times. Discuss how inadequate, excessive or imbalance in intake of nutrients may be detrimental to health. Study recommended daily dietary allowances obtained through nutrition research as a guide to people in general.

DIGESTION, ABSORPTION AND UTILIZATION OF FOOD

Recognize that since foods are composed of chemicals, food is broken down into its components through a chemical change before it can be utilized by the body to form tissues, supply energy or maintain the body. Recognize that the processes of digestion and assimilation of food by the body are chemical processes. Consider how an understanding of these processes may help one in the selection and preparation of food for oneself and for the family.

Study the processes of digestion, absorption and utilization of food. Consider that digestion is essentially a hydrolytic process (insoluble foods are "broken down" into smaller particles suitable for absorption by the addition of water). Recognize that when enzymes are mixed with foods they bring about chemical changes. Point out that they are specific in that one acts upon a certain segment of food when sight and smell of food or hormonal or other chemical influences stimulate secretion of enzymes. Recognize that chewing of food stimulates secretion of enzymes and certain foods, such as gravy, meat, extracts or spices also stimulate the secretion of enzymes. Discuss that protein digestion begins in the stomach and is completed in the small intestines; carbohydrate digestion begins in the mouth and is completed in the small intestine; fat digestion occurs in the small intestine. Consider that absorption occurs in the small intestine where the greatest part of the available nutrients are readily absorbed before the food reaches the large intestine. Point out that nutrients are released to the circulatory system at a rate at which they can be utilized. Recognize that after absorption, the nutrients enter a phase in which they lose their identity as far as their food origin is concerned. Point out that the needs of the body tissue at the time determines how these nutrients will be utilized.

Consider that the utilization of nutrients is complex, consisting of many interwoven re-

actions which do not take place simply or singly. Conclude that no single food can begin to meet the body's needs, but foods work together and depend upon one another for utilization of nutrients. Recognize how individuals differ in ability to store and use nutrients, therefore the kind, amount and frequency of intake needed for effective utilization of food varies. Discuss why foods which supply the kinds and amounts of nutrients similar to body composition may be more effectively utilized by the body.

Discuss situations in which it may become necessary to inject food directly into the blood stream. Recognize that this food is ready for utilization without having to go through the processes of digestion and absorption. Discuss the chemical composition of common food injections, such as glucose, vitamins, minerals, etc.

Generalizations

Any substance taken into the body to provide nourishment is called a food.

The principal nutrients provided by foods are: proteins, fats (lipids), carbohydrates, minerals and vitamins.

A few foods are pure chemical compounds and contain only one nutrient, but most foods are complex systems made up of many chemical compounds, some of which do not have known nutritive value.

Each nutrient has specific functions and also influences the functioning of other nutrients.

Inadequate, excessive or imbalance in intake of nutrients may be detrimental to health.

The amount and kind of nutrients needed by individuals vary and are interrelated processes influenced by heredity, age, size, sex, activity, climate and physical and emotional state.

The source of energy for growth, maintenance and bodily activity is provided by the oxidation of fats (lipids), carbohydrates and proteins.

The higher the fat content of a food the higher its energy value.

Although carbohydrates and proteins have energy value, fats in equal amounts provide more than twice as much energy as these nutrients.

Adequate nutrition can be attained with many combinations of foods commonly available throughout the world.

Generalizations Cont'd.

The digestion, absorption and utilization of food components are interrelated processes influenced by the physical and chemical nature of the foods ingested, the physical and emotional state of the individual and the interactions of the various nutrients in the metabolic process.

Individuals have need for all nutrients but their differences in ability to store and synthesize nutrients influence the kind, amount and timing of intake needed for the most effective utilization of food.

Foods which supply the types and amounts of nutrients that are similar to body composition are more effectively utilized by the body.

CONCEPT: THE HOMEMAKER A FOOD MANAGER (PROVISION OF FOOD)

OBJECTIVES: To help pupils to:

I. Understand the role of the homemaker as a food manager.

II. Be able to plan, prepare and serve family meals within limited time for low, moderate and liberal food budgets.

III. Be able to plan, prepare and serve meals for two.

IV. Be able to plan, prepare and serve quantity meals.

V. Be able to plan, prepare and serve foods for special occasions.

VI. Understand and be able to plan and prepare dishes and meals typical of some foreign countries.

VII. Become acquainted with the availability of research related to foods and nutrition.

CONTENT and LEARNING EXPERIENCES

THE HOMEMAKER—"A FOOD MANAGER"

Discuss the statement of a wit who said, "Women spend the first half of their lives wondering whom they will marry and the last half wondering what to cook." Consider that the answer to this puzzling question may be found in putting together the parts of this jigsaw puzzle. Identify parts, such as: likes and dislikes of family members; daily food requirements for health; amount of money available for food; time and energy available in which to shop for and prepare food; cooking skills; equipment for preparing and storing food, etc. (Bulletin board may be prepared to show a big question mark and a puzzled homemaker trying to put the meal together from the jigsaw pieces.)

Recognize that when the homemaker decides what to cook she is usually making many decisions in that one decision. Consider that the making of the decisions and carrying them out (organization) is "management" which involves both "thinking" and "doing." Identify

this role of the homemaker as a "food manager." Identify other food managers, such as: school lunch managers; restaurant, cafe and cafeteria managers; caterers; etc. Recognize that the homemaker's role of food manager involves responsibilities in providing food for the family comparable to those of the food manager in providing food for the public.

Identify some of the responsibilities of the homemaker in carrying out the role of the food manager, such as:

- Managing family meals to adapt them to varying needs of family members including children, teen-agers, adults, older members, and those with dietary problems.
- Applying management principles to conserve time, energy, money and other resources when preparing and serving family meals.
- Using marketing practices to insure value received for money spent.
- Meeting emergencies, such as: unexpected company at mealtime which requires converting family meal to a company meal on short notice and irregular schedules of family members which require that the meals be served earlier or later than planned.
- Preparing quantity meals, such as: buffets, banquets and refreshments for large groups.
- Storing food and using leftovers.
- Creating pleasing surroundings for family meal service.

THE FOOD MANAGER—"A DECISION-MAKER"

Discuss how the management of family food is a "family affair" and involves "thinking through" and fitting together what the family likes (values), what the family wants (goals) and what the family has (resources).

VALUES—CONSIDERATIONS IN DECISION-MAKING

Recognize that the homemakers who "like" to manage their family's food are often those who "value" the results, such as: the happiness and health of family members; the savings in money she is able to accomplish; the praise received from family and/or friends; etc. Consider the influences of the homemaker's values and the values of the family on decisions made in relation to food, such as: valuing food as a status symbol may influence the choosing of expensive foods which give "status"; valuing friends may influence decisions in relation to entertaining or "doing honor" to friends by having them to dinner or taking them out to dinner; valuing a "trim figure" may affect choices of low-calorie groceries; etc.

GOALS—INFLUENCES IN DECISION-MAKING

Recognize that what a family likes or values is reflected in goals which may be held in mind rather than written down by the food manager. Recognize that goals (wants) of the family are related to many aspects of the food manager's job, such as: providing adequate nutrition; pleasing the family; keeping food costs within the food budget; controlling the expenditure of time and energy; etc.

Consider why all goals are not equal in relation to family values. Recognize that some goals have priority over other goals and thus the food manager is responsible for ranking the goals in order or in sequence in relation to family values. Use examples, such as: health may be valued above thrift and thus the goal to achieve adequate nutrition might

have priority over the goal for low-food expenditure; love may be valued above time and energy and the goal of "home cooking" foods may take precedence over the goal of controlling time and energy; time may be valued more than money and the goal of releasing time may take priority over the goal to save money when deciding whether to purchase peas in the hull or shelled peas, etc.

RESOURCES—LIMITING FACTORS IN DECISION-MAKING

Money
Time
Energy
Abilities

Discuss that "what the family has" (resources) are considered by the food manager in making rational decisions. Identify the resources of the family that influence decisions in relation to food management, such as money, time, energy and abilities.

Recognize that resources (human and non-human) vary from family to family and the extent of the use of these resources by the food manager is dependent on the values and goals unique to the family. Consider that the food manager interrelates resources of money time, energy and abilities in achieving family goals. Use examples, such as: the size of the food budget; skills in cooking; amount of time available in view of other time demands; how much energy is involved in relation to how much energy one has to give to other tasks; etc., are considered together in making decisions as small as a grocery order or as large as entertaining 50 people for dinner.

THE FOOD MANAGER—"AN ORGANIZER"

Recognize that the food manager carries out a process of organization in putting the parts together to achieve both unity and variety in meal planning, preparation, service and marketing.

THE FOOD MANAGER—"A BUYER"

Study the role of the food manager as "a buyer". Discuss why the family produces less food and buys more today than in former years. Discuss other changes, such as: the kinds of food stores and services; types of food available; food costs; persons who do the marketing; marketing practices; etc.

Identify some of the decisions the homemaker makes before the final decision to take a product from the shelf and put it in her basket, such as: "What effect will this purchase have on the money budgeted for food?"; "Will the family like it?"; "Can I prepare it considering time, energy and skill?"; "What else will have to be bought to go with it?"; "What will it contribute to the day's nutritional needs?"; "Will it be used immediately or later?"; "Will there be storage space for it?" (shelf, freezer or refrigerator); etc.

Recognize why the amount of money to be allocated to the food budget is a major decision of the food manager. Discuss factors which the food manager considers in making the food budget, such as: amount of the family income; needs of the family other than food which also require money; number in the family; family composition (size, sex, age, activity and health of family members); food resources available (home produced, home canned and/or frozen); time, energy and skill of homemaker and family members in relation to food preparation; costs of all meals including those eaten at home and away from home; etc.
Discuss why large families spend more than small ones and less is spent per family member in large families than in small ones.

Discuss the concern of the food manager for obtaining value received for money spent ir-

respective of whether the food budget is low, moderate or liberal. Discuss reasons why the food manager who uses rational decision-making may obtain value for money spent. Discuss how the thinking through process of decision-making will enable the homemaker to decide "how to buy" and "what to buy" in relation to family goals, values and resources. Identify some procedures and practices that will contribute to rational decision-making in food buying, such as:

- Plan the family's meals in advance and buy in accordance with this plan.
- Study food advertisements and make comparison from store to store.
- Take advantage of special bargains when they fit into the family's food plan.
- Prepare a market list before buying (may be a written list or a mental list).
- Learn how to determine the number of servings to expect from market units of food.
- Evaluate the nutritive returns from food in relation to the cost.
- Buy fruits and vegetables in season.
- Compare the relative cost per serving of food in different forms (fresh, frozen, canned and/or dried).
- Consider when large size packages are economical and when small size packages may be preferred in relation to use and keeping qualities.
- Learn to recognize when cheaper grades of food may be as nutritious and useful for the purpose as the higher grades.

Consider how the food manager may reduce the amounts of money needed for food, but may reach a minimum below which it becomes difficult to acquire adequate nutrition and to provide culturally accepted variety in food.

Discuss the increase in the number of ready-prepared foods and food mixes on the market today. Identify these foods as "convenience foods." Discuss why the food manager considers both the degree of convenience and the cost of convenience in deciding whether or not to buy convenience foods. Recognize that the homemaker may judge the degree of convenience of a product according to her skill, interest and standards in comparison to time, money and energy. Recognize that convenience foods may not taste as "good" as home-cooked foods. Consider on the other hand that all home-cooked foods are not necessarily "good" and all convenience foods are not equally tasty. Recognize that the decision of the homemaker in relation to the buying of convenience food involves "thinking through" the goals, values and resources of the family.

BUYING FRUITS AND VEGETABLES

Visit stores to observe varieties and compare costs of fruits and vegetables. Observe ways which different stores keep fresh fruits andd vegetables in condition.

Study buying guides for fresh fruits and vegetables. Study and interpret information on labels of canned fruits and vegetables. Examine a variety of informative labels on canned foods and evaluate their adequacy as aids to buying. Open cans of fruit which are packed in syrups of different density in order to study variations in quality grades. Determine purpose for which different packs and grades may be used in meal preparation. Study sizes and capacities of cans in which foods are packed.

Discuss the regulations of the Federal Food, Drug and Cosmetic Act in regard to canned foods. Compare food values and cost of fresh, dried, canned and quick frozen fruits and vegetables. Discuss the uses of each.

BUYING MEATS

Examine meat charts to determine varieties of meat that are on the market. Study guides to quality of meats. Visit a market to observe demonstration on meat cutting. Determine how meat is graded and purposes for which the grades are used. Learn to select cuts of meat that are appropriate for various uses. Study ways of storing meats in the refrigerator and/or freezer.

BUYING CEREALS AND BREADS

Arrange a display of packaged cereals of the raw and ready-cooked varieties. Compare costs, convenience and food value of ready-cooked and uncooked cereals. Discuss ways in which cereals are advertised in magazines, billboards, and radio programs. Decide what kinds of advertisements and information on packages are helpful when buying cereals. Compare information on a variety of bread wrappers. Determine differences in whole wheat and enriched white bread. Investigate and discuss laws relative to enrichment of cereals and breads with protective minerals and vitamins. View a film on enrichment of corn meal and grits. Investigate enrichment practices in local grist mills.

BUYING MILK AND MILK PRODUCTS

Discuss differences in costs, convenience, food value and palatability of milk in different forms. Study references to determine ways in which Federal, State and City laws protect the purity and quality of the milk supply. Learn the meaning of the terms: Grade A, pasteurized and homogenized as related to milk. Find out the grades of milk available for home and school use in the community. Discuss grades and qualities of butter in terms of per cent butter fat, flavor, color, etc. Examine certificates of quality on packages of graded butter. Compare butter and margarine in regard to food value, flavor and cost.

MATCHING MEALS TO TIME AND ENERGY

Discuss the role of the food manager in matching meals to time and energy. Consider how industry and the food market help her to do this through time-saving and space-saving equipment for the kitchen and the availability of convenience foods. Recognize how the food manager organizes the space and equipment and uses them in relation to convenience food and traditional methods of food preparation becomes her practices of matching meals to time and energy.

Consider the effect of the organization of kitchen equipment, work areas, and supplies on time and energy spent in food preparation. Discuss the statement, "have a place for everything and everything in its place." Determine ways of organizing work areas and supplies for maximum use. Point out the contribution of tools, such as sharp knives, cutting board, appropriate stirring and measuring equipment, etc., to meal preparation. Discuss the "why" of a few good tools rather than numerous gadgets.

Discuss the use of the freezer and refrigerator for storing certain kinds of food which can be prepared ahead of time; for example, a roast, ham, etc., may be stored in the refrigerator for two or three days; stews, soups, casseroles, breads, cakes, etc., may be stored in the freezer to be used later.

Recognize that ways of organizing work to equate time and energy with family meal stand-

ards vary from family to family because of family differences. Consider that a pattern of work for one food manager may not "fit" another situation. Recognize that "ideas" for saving time and energy may be shared and adapted to one's own situation if they are applicable.

Survey selected families in the neighborhood to find out what homemakers consider to be their greatest time savers in meal preparation. Report findings to the class in relation to skill and habits; new and improved ideas, methods and materials; menus planned in relation to limited time; equipment; and short cuts. Summarize time-saving ideas and make available to class members and those participating in the survey.

ADAPTING MEALS TO OWN FAMILY Discuss ways the food manager may "tailor-make" meals for the family. Determine the unique considerations in planning meals for own family. Review Basic Food Groups and recall that Vitamins A, C and calcium might be inadequate in amounts unless especially planned for in family meals. Plan the day's meals for own family for low, moderate and liberal budgets. Evaluate meal plans on the basis of nutritional adequacy and meal palatability considering special needs and preferences of family members. Modify meal plans in relation to different situations, such as:

- Meals to be prepared by a homemaker who is home all day; away from home from 8:00-12:00 a.m. and from 1:00-5:00 p.m.
- Meals for the family when the noon meal is prepared by grandmother for herself and a two-year old.
- Breakfast for a family that has different rising hours for family members.
- Dinner for a family that goes to church together on Sunday and wishes to have dinner soon after arriving home.

Prepare one or more of the family meals in class and/or at home. Evaluate the meals considering time spent, management practices, cost, taste, nutritive content, table service and etiquette.

EMERGENCY MEALS Discuss occasions when the "unexpected" or an emergency call for a meal on short notice, such as an unannounced visitor or relative; death or sickness in the neighborhood, etc. Consider ways the food manager may "rise to the occasion" through her attitudes and use of resources. List and discuss foods that may be kept on hand that will enable a family to prepare an emergency meal. Plan, prepare and serve some emergency meals.

QUICK MEALS Arrange a bulletin board of menu suggestions for meals which may be prepared in fifteen to twenty minutes. Use titles which suggest the need for quick meals, such as: "Home After Six," "The Market Was Closed," "Full Time Eating With A Part Time Cook." etc.

Consider the increasing need for considering quick meals in family planning due to: many women working outside the home; participation in an expanding number of civic and social activities and widespread activities of all family members.

Study foods that may be prepared quickly. List quickly prepared foods, such as: packaged foods, canned fruits, casseroles, frozen ready-to-serve foods, bakery products, instant foods, hot sandwiches, frozen, canned and dried soups, hot dogs, hamburgers, salads, eggs, chops, steaks, sandwich spreads, dips, etc.

Study charts showing foods that require various amounts of time to prepare by checking recipes and listing foods that can be prepared in fifteen to twenty minutes.

Arrange a display of garnishes and seasonings which pupils may use to glamorize quick meals, such as: apple rings, crab apples, pickled peaches, frozen minced parsley, chives, etc.

Discuss how equipment and organization may shorten time.

Consider how the performance of a routine task according to a plan designed to be used again and again aids in planning, preparing and serving food; for example, the serving of a soup and sandwich for a quick meal on occasions when time is limited. Plan, prepare and serve a variety of meals that may be prepared within specified time limits. Evaluate the results of the meals and the methods of working. Determine what was learned in terms of time requirement.

PLANNING, PREPARING AND SERVING MEALS FOR TWO

Consider that when a couple marries, food preparation for two is a concern. Discuss how two women or two men sharing an apartment have a similar concern. Discuss that some foods, such as roast, pastries and many one-dish meals do not bake well in small amounts. Consider the probability of having leftovers. Determine ways of serving left-over meats, such as chicken, roast or ham. Plan for each family group to plan a day's menu for two persons. Select a day's meals to be prepared in class. Select recipes showing recommended amounts to prepare for serving two people, or adapt larger recipes for two. Make a market order in amounts to be purchased for two people.

GUEST MEALS

Discuss the practices of hospitality that are traditional in the South. Consider that planning for fellowship as well as an appetizing meal are concerns of the food manager when planning guests' meals. Recognize that guest meals may be simple with touches of glamor to "tickle the vanity of the guest." Discuss the statement, "Dinner for company ought to be something a little bit special."

Study guest meals which include interesting and unusual dishes. Consider ways of simplifying meal service by: serving plates in the kitchen, serving buffet style and serving on individual trays. Interview homemakers in the community to learn ways they have prepared guest meals with satisfaction.

Plan guest menus considering the fellowship, special touches, skills, time, energy and cost involved. Plan for each family group to prepare and serve a guest meal. Stress management practices which have been learned through previous experiences. Evaluate results and determine what was learned.

QUANTITY COOKING

Recognize the increased number of people who are eating one or more meals away from home. Discuss how this practice has expanded the food service field and increased job opportunities.

Recognize how a knowledge of quantity cookery may contribute to one's employment as well as help one to participate in social and community groups when serving food to large groups.

Tour the school lunch room or an institutional kitchen. Observe the quantity cookery equipment and time-saving methods used.

Study references and discuss the factors which are different in preparing food in quantity. Study food preparation and service for large group meals usually served in the community, such as: barbecues and chicken or fish frys, buffet—indoor or outdoor, graduation party, class or club dinner or picnic, large family dinner, banquet — formal or informal, formal dinners of local organizations, and church suppers. Discuss the contribution of food to the success of these occasions. Study pictures which suggest suitable ways of entertaining large groups.

BUFFETS

Discuss buffet service when entertaining a large number of guests. Study buffet service and appropriate menus, decorations and table settings. Plan, prepare and serve a buffet luncheon or supper for members of the group. Evaluate the results in terms of experience of hostesses, guests, and those who prepared the meal. Determine what was learned.

BANQUETS

Discuss occasions when banquets are appropriate and festive means of entertaining large groups. Recall banquets attended and determine the factors that contributed to their success. Examine pictures of banquet scenes found in newspapers, scrapbooks, etc. Discuss the pre-planning for banquets. Examine a display of banquet favors, menus, programs and invitations. Refer to magazines and bulletins for banquet ideas. Prepare a list of responsibilities involved in giving a banquet. Study foods that are appropriate for banquets. Compile a list of qualifications of a general chairman. List the special committees needed. Consider foods which require very few "last minute" operations. Discuss the allowance of time for adequate pre-preparations.

Arrange for the class to plan, prepare and serve a banquet for some school or community occasion. Evaluate results and determine what was learned.

REFRESHMENTS FOR LARGE GROUPS

Examine pictures of sandwiches, cookies, cakes, etc., that would be suitable to serve as light refreshments to large groups of people. Consider the reasons why small rather than large cakes and sandwiches are preferred on refreshment plates. Plan appropriate refreshments to serve at large group meetings, such as Future Homemakers, Parent-Teachers, etc. Organize committees for planning, preparing and serving the refreshments for a large group.

Observe demonstrations on making dainty sandwiches, frosting cakes, cookies, etc. Consider the different methods of making beverages in large quantities. Discuss the different kinds of refreshments that can be prepared in advance. Study the procedures to use in serving refreshments. Prepare and serve refreshments to a group or groups. Evaluate.

MEALS FROM HOME AND ABROAD

Recognize that Americans are a "moving-about" people. Recognize that job changes frequently cause families to pull up stakes. Discuss how easy travel has exposed many to new regions of the United States as well as to the cultures and customs of foreign lands. Discuss the part food plays in the travels of people as they seek new and different foods in unusual places. Identify some familiar foods of foreign origin, such as: Swedish meat balls, Italian spaghetti, etc.

Consider the fun one may have in reproducing the food specialties of other regions or other nations. Point out that this kind of "cook's tour" has its own reward in the delight of family and friends. Discuss how one may expand knowledge and taste and learn lessons in adapting to new social experiences through reproducing food specialities of other regions or nations.

CHARACTERISTICS OF FOODS TYPICAL OF SOME FOREIGN COUNTRIES

Provide a browsing center in the home economics department or school library for reading materials on food habits and customs of some countries.

Study food habits and customs of some countries. Discuss similarities and differences of food practices, such as: kinds of foods served, number of meals per day, methods of cooking, ways of serving and table etiquette. Summarize the characteristics of foods from countries that make them distinctive.

RECIPES FOR PREPARATION OF FOREIGN DISHES

Collect recipes for meal or meals planned. Compile a glossary of unfamiliar terms used in recipes. Learn to spell, pronounce and use the new words.

Demonstrate the preparation of food specialties of other regions and/or nations and explain the basic principles involved in the preparation. (If desired, invite persons noted for their ability to demonstrate preparation of food specialties.)

Follow demonstration with laboratory practice in planning, preparing, and serving of a meal or meals typical of some foreign country. (Recognize how a meal may include a lesson in geography, history or literature as well as a new taste experience; for example, when an international dish is being served, maps may be used to show the part of the world that originated this kind of food; parents and/or pupils may discuss the history and customs of the country; "props" may be displayed, such as the flowery kimono sent from Tokyo, the pikake-shell lei that commemorates a trip to Honolulu, etc.)

CURRENT RESEARCH RELATED TO FOODS AND NUTRITION

Recognize that research findings become the bases for new foods and products. Consider that researchers in foods and nutrition are usually persons trained in Home Economics. Recognize professional home economists in Foods and Nutrition, such as: the name Betty Crocker represents many professional home economists employed by General Mills for work in research; Martha Logan of Swift and Company represents many professional home economists; etc. Review and report current research related to foods and nutrition. Study reliable sources of information on developments in kitchen planning and in equipment and ways to reduce work in providing meals. Analyze the research and report implications for improving food preparation and management practices. Report some ways Americans have profited from research and education in foods and nutrition. Compile a list of reliable sources of information on foods and nutrition.

TRENDS IN EQUIPMENT AND APPLIANCES

List modern equipment and appliances used in commercial kitchens and some homes. Include built-in ovens, surface units, rotisseries and electronic ovens. Observe a demonstration of the preparation of foods using as much of the new equipment as possible. Evaluate

the equipment by comparing it with equipment already in use in regard to cost, improved efficiency, increased speed, durability, care and upkeep.

TRENDS IN FOOD PRODUCTS Investigate the markets and list new food products that are available. Discuss the practicality of these products in terms of nutritive value, cost, use and availability. Discuss ways in which the product may be used in family meals. Discuss how some of the new products are used at home.

Generalizations

Discrimination is required to select those foods that contribute a balance of nutrients to the daily diet and yet fulfill non-nutritive requirements of daily meals, such as food budgets, family traditions and individual preferences.

Participation in planning, preparing and serving meals can be a source of pleasure and satisfaction and provide an opportunity for aesthetic and creative expression.

The attitude and information of the meal planner toward food and nutrition influences the nutritional adequacy of the food served.

An individual's knowledge of nutrition contributes to a wider freedom of choice among foods in attaining adequate nutrition.

The resources available for meeting personal and family food needs include personal capacities, available goods and services and purchasing power.

Use of resources for household food production is influenced by the values (nutritive and non-nutritive) placed on food, the time required for home production and for purchasing commercial products, availability of commercial products of desired quality, skills and abilities of household workers, equipment and supplies available, purchasing power, relative cost of home-produced and commercial goods, and/or personal satisfaction from producing goods.

The choice of which resource to use in providing food for the family depends upon the quantity of each resource available, the cost of the alternatives and their effectiveness in producing the desired result, and the ability of the user(s) to employ the resources for the purpose desired.

Organization of activities in providing food for the family involves planning and coordination of resources and family demands.

Family food costs will vary with the size and composition of the family, the value they place on food, and the resources available.

Generalizations Cont'd.

While a competent manager can reduce the amount of money needed for food, there is a practical minimum below which it becomes increasingly difficult to acquire adequate nutrition and to provide culturally accepted variety in food.

Family meals may be modified to meet the individual needs of family members.

Menus planned considering adequate nutrition, desires of family, skills, time, energy and money tend to result in enjoyable meals.

Performance of routine task according to a plan, designed to be used again and again, facilitates planning, preparing and serving food.

Competence in meal preparation and service tends to increase through participation in special school and community meals.

The kinds of foods, the way they are prepared, their grouping in meals, and even the manner in which they are served and eaten characterize the food customs that are unique to a country or region.

Research findings continuously add to knowledge of foods and nutrition.

CONCEPT: NATURE OF FOOD — FOOD PRESERVATION

OBJECTIVE: To help pupils to develop skill in conserving food for family use.

CONTENT and LEARNING EXPERIENCES

EVOLVEMENT OF FOOD PRESERVATION Discuss the popularity of frozen and other processed foods. List the kinds of processed foods on the local market. Discuss that of the foods originally available to man, few could be stored for later use. Discuss the importance of food preservation in Bible History using examples, such as: Joseph's idea of holding grain in storehouses for use when the crop failed. Point out that people of ages past have been seeking ways to make the food supply more certain during seasons of inadequate food supply. Consider that meat, milk and eggs were first made available for most of the year. Discuss that until presently the winter's food was a matter for the homemaker to consider seriously during summer and autumn. Recognize that until recent years the drying of beans, peas, corn and apples; the making of cider and wine; the curing of meat; etc. were seasonal tasks. Recognize that one of the triumphs of civilization was the maintenance of a year-round supply of food. Point out that without some method of preserving surplus foods times of famine between harvests would be possible. Consider that some foods have better keeping qualities than others. Identify foods that keep and those that spoil readily.

AGRICULTURAL RESEARCH Discuss the part agricultural research has played in the production of foods with the specific properties required for a variety of processes and consumer uses. Point out the many

varieties of tomatoes and potatoes that have been developed for specific uses. Consider that some fruits and vegetables are better canned than frozen.

EFFECTS OF FOOD PROCESSING

Discuss the effects of processing food in various ways, such as: refining, preserving and the manufacturing of new products on storage life, distribution and variety of food products.

Consider that many of the foods on the market today would not have been possible if it had not been for the development of food processing; for example, the refining of sugar from sugar cane, the preserving of fruits to make delicious jellies and jams and the tremendous numbers of new products introduced every day, all with long-term keeping qualities. Point out how easily foods are distributed throughout the country; for example pickles made in Alabama may be sold in New York.

METHODS OF PRESERVATION

Identify methods of preservation, such as: drying, freeze-drying, use of preservatives, temperature control, canning, freezing, making of jelly, preserves, and pickling. Point out that all methods used are for the purpose of providing an environment which is unfavorable to the growth of spoilage micro-organisms.

Study how food spoilage is the result of the action of micro-organisms and enzymes. Identify enzymes as organic substances found in all living matter. Consider that enzyme action results in decay as seen in overripe fruits.

Study the changes brought about in food which affect the appearance, texture, flavor, temperature, nutritive value and safety when there are changes in temperature, handling, and chemical substances. (For example, when bread is stored for too long in a warm, damp place strong, unpleasant odors and a fuzzy growth appear—mold. When fruits and vegetables are kept past their prime in a warm, moist environment they become overripe and a strong unpleasant odor develops which is a result of development of enzymes and micro-organisms.) Recognize that frequently the food is harmful to the consumer if eaten in this state.

Consider that the make-up (physical and chemical properties) of each type of food determines the process of food preservation and preparation; for example, melons, lettuce, cucumbers and tomatoes due to the high water content form ice crystals when frozen and upon thawing the food loses its form and palatability.

Consider that food storage and preservation methods are planned to retain or add to the nutritive value, safety and sensory qualities of food. Point out that this is sometimes accomplished by controlling the natural maturing process; for example, beans are picked before they reach their prime for freezing or canning.

Study how canning of fruits and vegetables controls the growth of contaminating micro-organisms.

Study how drying of food reduces the moisture content to amounts which inhibits the growth of micro-organisms.

Arrange an exhibit of food which has been grown and preserved at home or that may be grown or preserved at home. Consider the extent to which an adequate diet may be provided

through home grown foods. Discuss the extent to which food has been grown and preserved for own family use.

Examine foods that have been preserved by different methods, such as: canned, frozen, dried, etc. Discuss factors which might determine when each should be used, such as: cost, available facilities, taste of food, etc. Relate personal experiences with different methods. Visit a family that uses a freezer and discuss the use made of it. Visit a family that does home canning and discuss the extent to which canning is done.

Determine the amount of drying of fruits and vegetables in the community and what foods may be successfully preserved in this way. Identify the dried fruits and vegetables on the market. Discuss foods that may be kept by storing, such as: potatoes, onions, apples, etc.

Consider the food surplus that might be wasted if not preserved and the cost of these foods if they had to be bought. Discuss factors that might determine the food to be preserved for the family, such as: food raised at home, cost of buying food to preserve, facilities available for preserving food, opportunities for creativity and personal satisfactions, etc. Consider the cost of buying food to preserve and the time and energy required to preserve it. Determine when it is justifiable to buy food to preserve.

Discuss family likes and dislikes as related to the kind and amount of food to preserve. Discuss the work that the different members of the family have to do and determine the time and energy that is needed for preserving food. Point out that it may be unwise from a health standpoint for a woman who is overworked to preserve enough food to meet the year-round needs of the family. Discuss the need for all the family cooperating in order to get the needed food preserved. Determine when it would be practical in individual situations to preserve some food at home.

Study the varieties of vegetables, fruits, etc., best suited for canning, freezing, drying, etc. and the varieties recommended for the locality.

Examine grade labels in a variety of commercially processed products. Compare the different grades as to quality. Compare these with home processed foods and grade the home processed ones in relation to the commercial.

Discuss personal experiences with sub-standard products. Consider that these products are often the cause of dissatisfaction in relation to canning, freezing, etc. Examine standard and sub-standard products for processing, such as: crisp beans and tough leathery beans, and tender milky corn and hard starchy corn. Set up criteria for judging products suitable for canning.

CAUSES OF FOOD SPOILAGE

Discuss the relation of enzymes, bacteria, yeasts and molds to food spoilage. Point out that mold commonly occurs on meats, cheese, milk and other protein foods, fresh fruits and vegetables and on cereal. Consider that molds are not harmful, some are allowed to grow on food for the flavor. Discuss that yeasts grow only in sugar containing foods. Point out that bacteria are of many types and are widely distributed in air, soil, water and in all foods. Consider that some bacteria produce substances of desirable flavor and are cultivated for their beneficial action while some bring about spoilage of food or cause them to be highly toxic.

Study the types of food spoilage that are extremely harmful, such as: fermentation, flat-sour spoilage, putrefaction, botulinus. Discuss the characteristics of each type of food spoilage. Discuss personal experiences with canned food that spoiled. Determine the causes of food spoilage, such as: product canned too ripe, jars not properly sealed, air left in jars, defective jars used, jars and tops not properly cleaned and sterilized, product to be processed not thoroughly cleaned, unsatisfactory method of canning used.

Discuss the different methods of canning at home, such as: pressure cooker, water bath canner, and open-kettle.

Recognize foods as acid and non-acid. Discuss that the pressure cooker is the only method recommended for non-acid vegetables and meats. Point out that the open kettle and water bath method are not satisfactory for non-acid vegetables and meats because some of the bacteria which attack them are very heat resistant, therefore temperatures higher than boiling are used. Consider that acid fruits and vegetables may be processed by the water bath and open kettles methods since in acid foods, a boiling temperature maintained for a sufficient length of time is adequate for the destruction of bacteria. Consider why recommendations from the United States Department of Agriculture should be followed when canning.

Arrange an exhibit of equipment that may be used in canning and discuss its use, such as: pressure cooker, water bath canner, wire basket, jar funnel, tongs, brushes for washing jars, pot holders, ladles and scoops, wooden spoons, jar wrenches, enamel ware, scales, jelly thermometer, measuring spoons and cups, paring knife, knife with floating blade, and jars. Examine different types of jars and different types of closures. Evaluate and compare cost of each.

WATER BATH CANNER METHOD

Study the method of preserving using the water bath canner. Study the effects of the temperature of the water when jars are put into the canner on the processing time. Point out the importance of the water boiling continuously for the entire processing time.

Demonstrate the canning of tomatoes by the water bath method. Examine standard and sub-standard qualities of tomatoes. Consider that imperfect tomatoes may be canned for soup or made into tomato juice, catsup and etc. Consider how to prepare tomatoes for canning. Point out that tomatoes are washed thoroughly, dipped into boiling water and plunged into cold water. Discuss that with a sharp knife cut stem ends off and skins will slip off easily. Recognize that to heat tomatoes in their juice before packing will help to shrink them and more may be packed per jar. Point out how to remove air bubbles when packing tomatoes in jars. Stress the need for following instructions worked out by Department of Agriculture.

Follow demonstration with laboratory practice in canning tomatoes. Evaluate results and determine what was learned.

PRESSURE CANNER METHOD

Study the method of preserving using the pressure canner. Discuss that it is the only method safe for non-acid foods including vegetables, meat, poultry, and fish since a temperature higher than boiling is required to destroy existing micro-organisms.

Consider how to prepare green beans for canning. Point out that they are washed thoroughly, trimmed and cut. Examine standard and sub-standard qualities of beans. Point out that

crisp, meaty tender beans are standard quality for canning. Discuss that beans may be packed using either the hot or raw pack method. Point out that the hot pack method takes a little more time, but saves some space in the jar. Consider the need for working with small batches—only enough for one canner load at a time. Study procedure for packing beans in the jars. Demonstrate the canning of beans using the Pressure Canner Method. Consider how to place jars in the canner. Point out the importance of heating the canner for seven to ten minutes before closing the Petcock.

Follow demonstration with laboratory practice in canning beans. Evaluate results and determine what was learned.

OPEN KETTLE METHOD

Study the method of preserving using the open-kettle. Discuss that only those foods which can be preserved by boiling may be canned by this method. Point out that after the food has been cooked in an open kettle it is then transferred to sterile jars and sealed immediately. Consider that success with the open-kettle method is largely a matter of sanitation and of using it for only those foods which may be satisfactorily canned by boiling temperature.

Demonstrate the open-kettle method by canning fruits, such as: cranberry sauce, apple sauce, apple butter, etc. Consider that berries are thoroughly washed and stemmed. Point out that the boiling hot sauce is poured into hot jars and sealed at once. Follow demonstration with laboratory practice. Evaluate results and determine what was learned.

Generalizations

Genetic factors and agricultural practices may influence the chemical composition and physical structure of raw foods and make it possible to produce foods with the specific properties required for a variety of processes and consumer uses.

The sensory qualities, nutritive value and safety of foods may be altered by the physical and chemical environment, such as: changes in temperature, kind of manipulation, and the presence of water, oxygen and other chemical substances. These changes are usually interrelated and are often affected by time.

The storage life, geographic distribution, and variety of food products can be increased by processing food in various ways, such as: refining, preserving, and the manufacturing of most products.

Food storage and preservation methods are designed to retain or enhance the initial nutritive value, safety, and sensory qualities of food through the control of: natural maturing processes, the growth of contaminating micro-organisms, a variety of chemical reactions, and physical changes.

Similarities in physical structure and chemical composition of foods are the bases for their classification, handling, and processing.

Generalizations Cont'd.

The usefulness of a food in the human diet may be limited by the presence of toxic substances and/or pathogenic microorganisms.

Knowledge of the significant chemical constituents and physical systems present, and of the principles governing the physical and chemical processes used, contributes to understanding and control of the physical and chemical changes that occur during food processing and preparation.

Food preservation tends to provide an environment which is unfavorable to the growth of spoilage micro-organisms.

Non-acid foods tend to be more difficult to preserve since they require temperatures higher than boiling to destroy bacteria.

Acid foods tend to be less difficult to preserve since they require only boiling temperatures to destroy bacteria.

The general methods of home canning include: open kettle method, water bath method and pressure canner method.

JELLY-MAKING

PRINCIPLES OF JELLY-MAKING

Pectin may be formed from protopectin by the ripening enzymes and the presence of natural acid. If a fruit lacks pectin, it may be combined with another fruit which has abundant pectin or with commercial pectin.

Pectin testing is possible by using 1-5 tablespoons of wood alcohol with 1 tablespoon of cold fruit extraction. Upon standing, a thick jelly-like substance indicates abundant pectin.

Juice of higher acidity yield firmer jellies than juices of lower acidity when pectin content is high.

Sugar is necessary to bring about a true jelly (3/4 cup sugar to 1 cup of fruit extraction is used in most cases).

Discuss that jars of sparkling, clear, well-made jelly are a beautiful sight as well as a pleasure to eat and fun to make.

Study methods of jelly-making. Learn the principles involved.

Consider that the kind and proportion of pectin and acid present in the fruit determines the quality of the jelly.

Recognize that the acid and pectin contents of fruits vary.

Consider that fruit that is slightly underripe contains more pectin than ripe fruit.

Identify fruits containing a high percentage of pectin and acid such as sour apples, crab apples, currants, cranberries, wild and concord grapes and raspberries.

Recognize that when fruits are low in pectin,

SPECIALIZED CONTENT	and	LEARNING EXPERIENCES

Adding sugar before the juice is boiled does not decompose the pectin therefore the jelly strength is not decreased.

Rapid boiling accomplishes rapid evaporation and avoids strong flavor and darkened color.

Juices of high acidity and high pectin content will form jelly if cooked to 103° C.

Crystal formation in jelly making is to be avoided by adding sugar in the proportion of 3/4 cups to 1 cup of fruit extraction.

it is economical both from a money and time standpoint to use a commercial pectin.

Consider that boiling pectin solutions before adding the sugar decomposes the pectin and produces weak jellies.

Discuss "syneresis" as meaning the loss of fluid from some jellies. Point out that this is more likely to occur if the acidity of the juice is very high.

Demonstrate jelly-making using grapes, scuppernongs, or any available fruit. Stress principles of jelly-making.

Demonstrate testing for doneness using a candy thermometer and the "sheeting" test.

Point out that overcooking of jelly produces a gummy, sticky mass.

Set up standards for jelly, such as: transparent, characteristic flavor and color of fruit, tender, cuts easily, yet is firm enough to retain the sharp angles produced by cutting.

Follow demonstration with laboratory practice preparing jelly. Evaluate results and share what has been learned.

Generalizations

Jelly is a product made from fruit juice which is stiff enough to hold its form when removed from the mold, yet delicate enough in texture to quiver.

When pectin, acid and sugar are present in the necessary proportions, sugar precipitates the pectin to form jelly.

MAKING PRESERVES

Discuss that the term "preserves" applies to fruits cooked in syrup until they are tender and transparent.

PRINCIPLES OF MAKING PRESERVES

Cells of the fruit take up syrup and since it should be taken up gradually, fruit is placed in light syrup at first.

Rapid boiling preserves the color of the fruit.

The proportion of sugar to fruit is

Study the principles involved in the preserving process.
Study how the cells of the fruit take up syrup and since the syrup should be taken up gradually, the fruit is placed in light syrup at the beginning.

Consider that the effect of too dense a syrup in the extraction of water from the fruit by

usually 3/4 to 1 part sugar by weight to 1 part of fruit.

osmosis leaves the fruit shrunken, tough and sometimes hard.

Recognize that rapid boiling tends to preserve color better than long, slow cooking. Study the proportion of sugar to fruit.

Demonstrate the method of making preserves using fruit in season.

Follow demonstration with laboratory practice. Evaluate results and determine what was learned.

Generalizations

Preserves are fruits cooked in syrup until they are tender and transparent.

PICKLING

Arrange an exhibit of as many garden and orchard products as possible that have been made into pickles. Point out that among the most common foods to be used are green tomatoes, beans, cucumbers, pepper, onions, cauliflower and some fruits.

Discuss the contribution of pickles and relish to the meal. Consider that they are eaten for flavor and for their crispness that stimulates appetite for other foods.

PRINCIPLES OF PICKLING

Learn principles involved in the pickling process.

Acid is used for preservation of vegetables, fruits and meats.

Discuss that pickling is preservation of vegetables, fruits, or meats by use of acid (usually vinegar).

Brine solution when used primarily for removing water from vegetable tissues is made from 1 pound and 6 ounces of salt per 6 quarts of water.

Consider the effects of brining before the pickling solutions are added. Point out that most vegetables used for pickling are more than four-fifths water which makes it necessary to remove part of the water to avoid dilution of the pickling solution.

Brine draws out water by osmosis which produces a firmer or tougher product.

Bacteria which thrive in brine multiply and decompose the sugar, forming acid and carbon dioxide gas. The acid formed is the preservative for fermented pickles.

Consider that weak brines permit fermentation by the acid-forming types of bacteria. Point out that a weak brine is used for cabbage in the making of sauerkraut and fermented pickles.

Calcium chloride increases crispness or firmness of pickles.

Recognize that a strong brine is used when no fermentation is desired.

Heat and acid are destructive to chlorophyll therefore a bright green color is not expected in pickles.

Point out that when brine is used primarily for removing water from vegetables a brine made from 1 pound and 6 ounces of salt per 6 quarts of water is effective.

Aluminum and/or stainless steel containers are not affected by acid therefore they may be used for pickling purposes.

Discuss the importance of washing off the surface brine to avoid too salty a taste when brined vegetables are to be made into sweet pickles.

Pickling solutions of vinegar, sugar and spices may be added to fruits or vegetables.

Study methods for preparing pickling solutions to be added to fruits and vegetables.

Demonstrate the making of pickles and/or kraut. Stress principles involved.

Follow demonstration with laboratory practice. Evaluate results and determine what was learned.

Generalizations

Pickling is preservation of vegetables, fruits, or meats by use of acid (usually vinegar) and supplemented by large amounts of salt or sugar.

DRYING METHOD

Discuss that the removal of moisture as a means of food preservation is one of the oldest methods. Point out that sun-drying of such foods as corn, apples, and peaches was practiced in homes many years ago.

PRINCIPLES OF DRYING FOODS

Study the principles involved in the drying method of food preservation.

Blanching prior to drying destroys enzymes responsible for changes in flavor, color and texture.

Consider that young and tender vegetables are used for drying.

Study procedures in drying.

Treating with fumes of burning sulphur affects all membranes to accelerate movement of water from the interior to the surface of food.

Study the methods of treating fruits and vegetables with sulphur before drying to avoid discoloration and to make cells more permeable to water. Identify the optimal temperatures of drying as being 125° to 140° F.

Lye-dipping, as in the case of prunes, makes skins more permeable to water.

Dividing food into small pieces which exposes more surface to heat and air aids removing moisture from food.

Demonstrate the drying method of food preservation using apples and/or peaches. Set up standards for dried apples and/or peaches. Point out that packaging after drying is a means of preservation. Discuss the need for using insect-proof and moisture-proof containers. Follow demonstration with laboratory practice. Evaluate results and discuss what was learned.

To heat food in a vacuum at a low temperature removes moisture from food.

Circulating air too constantly brings a fresh supply of air into contact with food and removes moisture from food.

Surrounding food with warm air which holds more moisture than cool air, removes moisture from food.

Generalizations

Food preservation by drying is a method by which moisture is removed from fruits and/or vegetables.

FREEZING

Discuss everyday uses of a home freezer; for example to: save cleaning, cutting, or preparing time at the last minute; plan ahead for well balanced meals and snacks the year around; serve special meals on short notice; prevent contamination of food; reduce the number of shopping trips; save left-overs.

Emphasize the need for planning for the use of the freezer to meet individual needs of different families. Point out that foods produced on a large enough scale or available at advantageous prices in the market makes home freezing an economical practice.

Consider other uses for the freezer than preservation of fresh foods, such as: partially cooked and cooked foods and storage for commercially frozen foods.

Discuss foods which could be frozen for use in meals prepared during food preparation, such as: fruits or vegetables in season, poultry, steaks or chops, ground meat, roast, partially cooked and cooked foods.

FACTORS INFLUENCING SUCCESS IN FREEZING

Discuss that success in freezing depends on selection of kinds and varieties of foods most adaptable for freezing, suitable methods, containers and temperature of freezing and holding.

Consider that vegetables harvested when they are young and tender and fruits at optimum stage of ripeness are used for freezing.

Recognize that frozen foods retain much of the flavor, color, nutritive value, and general appearance of the food in its fresh form.

PRINCIPLES OF FREEZING FRUITS

Mixing juicy fruits with dry sugar which draws out juice to form a syrup, or covering with a simple syrup protects against oxidation which results in change in color, flavor and vitamin inactivation as well as retardation of enzymatic changes during storage.

Study methods of freezing fruits. Learn the principles involved.

Consider that most fruits require sugar or syrup treatment since scalding to destroy enzymes is not commonly practiced. Point out that blueberries and cranberries are satisfactorily frozen without sugar or syrup or scalding. Discuss the need for spreading the sugar over the fruit before packing into the container. Point out that when syrups are used they are prepared and chilled before packing. Study method of making a sugar syrup. Point out that the concentration of syrup depends upon the fruit and desired flavor.

Varying amounts of sugar are used to make a syrup—1 lb., 6 oz. to 4 lb., 14 oz. per quart of water depending on fruit and desired flavor.

Addition of 1/2 teaspoon of ascorbic

Demonstrate the freezing of strawberries

CONTENT	and	LEARNING EXPERIENCES

acid to each 4 cups cold syrup will prevent the browning of frozen fruits on defrosting.

and/or peaches. Stress the principles of freezing. Arrange a display of various types of wrapping and containers available. Consider that containers for packaging may be made of tin, paper, fiber board, and certain moisture-vapor-proof transparent materials. Point out that the size of the container is important since foods cannot be held after defrosting. Set up standards for frozen fruits. Demonstrate how to package, seal and label foods prepared for the freezer. Follow demonstration with laboratory practice in freezing strawberries and/or peaches. Stress principles involved. Evaluate results and discuss what was learned.

PRINCIPLES OF FREEZING VEGETABLES

Blanching or scalding is necessary to destroy or inactivate enzymes. (Use 1 gallon of water per pound of vegetables.)

Chilling to 50° F. is necessary to check vitamin loss and to avoid spoilage.

Study the methods of freezing vegetables. Study how blanching or scalding will destroy or inactivate enzymes which prohibits spoilage in freezing. Recognize that the green color is intensified, the vegetable shrinks and promotes ease in handling and some objectionable odors and flavors are removed by blanching. Discuss the practice of chilling vegetables to 50° F. before packaging. Point out the need for getting vegetables into the freezer as quickly as possible. Demonstrate the method of freezing vegetables using beans or other vegetables. Point out the need for following instructions set up by the United States Department of Agriculture in regard to method of blanching and packaging.

Follow demonstration with laboratory practice. Evaluate results and discuss what was learned.

PRINCIPLES OF FREEZING MEATS

Beef and lamb may be improved by allowing the meat to hang in the cooler for ripening for a week or 10 days.

Pork may be frozen within a day or two after slaughtering, but should be held in the cooler.

Fish and chicken should be frozen as soon as possible after it is caught since it deteriates rapidly.

Discuss why high quality meats are used for freezing. Point out that meats are usually cut into suitable size for cooking before freezing. Point out why all meats except fish are chilled thoroughly before freezing. Demonstrate the packaging of meat for the freezer. Point out the need for using a heavy waxed paper or heavy wrapping paper. Consider that double wrapping may be desirable if the wrapping is not moisture-vaporproof.

Follow demonstration with laboratory practice in packaging meat for the freezer. Consider the importance of labeling the meat with date and kind of meat. Study the length of storage for meats. Discuss the reasons for storage time limits on meats. Evaluate results and discuss what was learned.

Generalizations

Frozen foods retain much of the flavor, color, nutritive value and general appearance of the food in its fresh form.

Packaging materials for freezing foods are chosen for their ability to protect against loss of color, flavor, and texture.

HOME MANAGEMENT AND FAMILY ECONOMICS

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HOME MANAGEMENT AND FAMILY ECONOMICS

Basic Home Economics

CONCEPT: THE MEANING OF MANAGEMENT

OBJECTIVE: To help pupils to clarify the meaning of management and appreciate the place of management in their lives.

CONTENT	and	LEARNING EXPERIENCES

INTRODUCTION TO MANAGEMENT

Clarify what management means through examples of the lack of management in people's lives. (To create interest use descriptions such as "Confused Cathy," a girl who is confused in different areas of life. She is always late, hurries and never seems to have time for doing things. She can't find her belongings when she needs them. She can't make up her mind how to spend her afternoon or how to spend her money. When she makes choices, she often wishes that she had done differently. She thinks other people get all the breaks and feels sorry for herself. She puts off doing her class assignments and her home duties until there is not time to accomplish them. She is always wishing she was different but never makes the effort to be different.)

Analyze why Cathy is confused, bringing out that she has not stopped to decide what she really wants and needs and how to act in order to get what she wants and needs. Determine her needs, such as:

- To set goals or clarify what she wants.
- To learn to make decisions.
- To organize her belongings and her actions.
- To make specific plans to achieve what she wants.
- To see how her attitude affects her accomplishments.

Use other examples to clarify the meaning of management, such as: the family who can never pay all their debts; the homemaker who never has time for the things she wants to do; and/or the family that runs smoothly but everything is run by mother. Discuss examples of families who have an adequate income but never seem to have the things they need and want. Point out that in each case deciding how to act to get what one needed or wanted was lacking. Identify this procedure as "management." Point out that "management is a process each of us carries on every time we decide how to act to get something we want."

MANAGEMENT PROCESSES
Decision-making
Organization

Show that management involves two processes —making decisions and carrying them out. Consider another way of identifying these two processes as "decision-making" and "organization."

Make clear that to make decisions and to organize are processes used to get what one needs or wants; thus management is a means and not an end. Develop a bulletin board on "Management As A Tool," to make clear that management is the means and not an "end within itself." Discuss examples, such as: the homemaker whose goal is having a clean house regard-

less of the family's needs and wishes; the man who saves money just to have money, etc.

Recognize that each person is a "manager" whether or not one is conscious of this role. Consider that through "conscious" management one can use what he has (resources) to achieve his needs and wants (values and goals).

OPPORTUNITIES FOR LEARNING MANAGEMENT IN HOME ECONOMICS

Recognize that the processes of management can be learned. Point out that during this Home Economics Unit principles of management will be learned which will apply to life management and home management. Point out that in all the other units, management principles will be further studied and applied since management has a function in all aspects of living and in all phases of homemaking.

Generalizations

Every person is a manager whether he knows it or not; therefore, all persons may benefit from knowing what it means to be a manager.

Management is the process of decision-making and organization in the use of resources to get something that is wanted or worthwhile.

Management can be learned and the study of management is for the purpose of developing one's ability to manage.

DECISION-MAKING—A PROCESS IN MANAGEMENT

List some of the many things that class members have to decide each day in managing their lives. Identify other decisions made less often but which are significant. Make a list of some of the "big decisions" made by members of the group within a week. Decide why each was made.

Discuss the multiplicity of decisions in our lives today. Consider the variety of products in stores that today's homemaker must choose from and contrast with choices great grandmother made when she shopped.

Recognize that difficulty in making decisions usually stems from not thinking through all aspects of the problem. Point out that the ability to make decisions can be learned because there is a recognized process through which decisions requiring thought and reasoning are made. Consider how one's decisions reflect the quality of one's thinking.

KINDS OF DECISIONS INVOLVING LITTLE OR NO THOUGHT OR MANAGEMENT

Habitual or reflex
Obligatory
Emotional
Non-rational

Recognize that all decisions do not involve the same amount of deliberation.

Give examples of situations so familiar that a person simply follows an established habit or reflex and little thought is required, such as brushing one's teeth, dressing, etc. Identify this behavior as *habitual, reflex* or unconscious decision-making.

Cite incidences in which little choice is necessary because there is no opportunity to vary

in the decision, such as meeting class on time, getting up in the morning, obeying traffic rules, etc. Show how these *obligatory* decisions simplify living because people do not have to stop and think through everything they do. Discuss how "good habits" are valuable aids in everyday living.

Discuss cases where decisions have been made on the basis of feelings rather than reasoning. Discuss the consequences of these decisions. Identify these as *emotional* decisions.

Give examples of other decisions made without thought or reasoning, generally referred to as "snap judgments," and their consequences. Identify these decisions as *non-rational* and involve little or no management.

Generalizations

Because of the multiplicity of the problems that must constantly be solved in our complex society, the making of decisions is one of the major responsibilities of individuals and families.

The ability to make decisions can be learned.

When decisions involve little or no thought, there is little or no management involved.

RATIONAL DECISION-MAKING (THOUGHT OR MANAGERIAL DECISIONS)

Point out that the "thinking through" kind of decision-making is known as rational decision-making and is considered to be managerial in nature.

Show how this kind of thinking is "problem-solving" when one thinks about everything involved, weighs every side of it, and then makes the best choice.

Discuss the use of the rational decision-making process when making decisions where the consequences are lasting and the results (or actions) are influenced by the kind of decisions made. Use examples of decisions which may be big or important decisions to a girl, such as: "Shall I go to college?"; "How shall I save money for a trip?"; "Shall I work after school hours?"; etc. Show how making decisions like these involves consideration of many things. Raise the question: "If one does not think through important matters like these what could happen?"

Consider some typical decisions which involve careful thought or rational decision making, such as: "What kind of an evening dress shall I buy?"; "How can I manage to get to school on time?"; "Shall I go steady?"; etc.

Conclude that in making rational decisions, one is "managing."

STEPS IN MANAGEMENT (WHEN THE RATIONAL DECISION-MAKING PROCESS IS USED)

Analyze the situation and set goal (clarify values)

Obtain information needed to achieve goals

Point out that this type of management involves a series of steps and if a person understands and takes these steps in managing he tends to get more satisfaction from decisions made. Point out that decisions are more likely to be satisfactory to the person when one applies this thinking process.

Assess the resources available
Consider alternative ways of reaching goals
Make a choice (or a plan)
Put the plan into action (or decide on no action)
Evaluate the results

Study steps in management using the flannel graph or bulletin board to show them and to use for future reference.

Consider that the problem-solving steps involved in rational decision-making are the same steps the manager of any business takes in the administration of his business. Emphasize that these steps are usable for a person or family in making any kind of decisions or choices.

Discuss how learning the habit of rational decision-making contributes to satisfying management. Point out that the different steps in decision-making are interrelated and further study will show how they are interrelated.

Generalizations

The consequences of a decision are influenced by the thinking involved in the decision.

Rational decision-making is managerial in nature; it is the thinking through of a problem-solving kind of decision.

Rational decision-making occurs in a series of logical steps that are the same steps taken by the manager of any business in the administration of the business, which are: analyze the situation and set goals (clarify values); obtain information needed to achieve goals; assess resources available; consider different (or alternate) ways of reaching goals; make a choice (or plan); put the plan into action (or decide on no action); and evaluate results.

STEP 1 IN RATIONAL DECISION-MAKING—ANALYZE THE SITUATION AND SET GOALS (CLARIFY VALUES)

Identify the first step in rational decision-making which is *to identify the situation and clarify values and goals.*

Recognize that decisions are "personalized" when they are based on one's goals and values in relation to his particular situation. Consider that the situation one is in at a particular time may influence one to take action when no action would be motivated in other situations. Show how analyzing the situation is a means of recognizing the need for taking action and then making decisions in regard to the action. Use examples, such as: the decision as to the time to get up may grow out of situations, such as: "School begins at eight and there is a penalty for tardiness"; "A picnic has been planned for ten o'clock Saturday and I'm to make sandwiches"; "Mama expects me to do the marketing and prepare lunch"; etc.

Consider that out of situations may grow a recognition of the need to take some kind of action. Point out that when the situation gives rise to or motivates action, the need to make decisions about the action is recognized. Recognize that making decisions growing out of one's situation involves setting goals and clarifying values.

Discuss what it means to set a *goal.* Identify a goal as the answer to "What do I want?" Consider *what one wants* is based on what one believes to be important (values) or what one "holds dear."

Through a variety of techniques help pupils to discover some of the values which they and their families hold. Study values that are held by most families. (The teacher might use Parker's list of major family values that influence behavior. Parker's list includes love; health; comfort; ambition; knowledge and wisdom; efficiency in work; play; and beauty.) Use techniques for clarifying the meaning of values and goals, such as:

> Distribute play money to each class member for use in deciding what to buy for $10 and then for $500.00. List purchases and determine values and goals involved. List values in one column and goals in another to show the relationship of values to goals.
>
> Act out "If I Had Three Wishes," in which each person lists three wishes most wanted to come true in 10 years. Summarize results in the order of their importance, using this listing to clarify meaning of "priority ratings," "long-term and short-term goals."

Recognize values and goals of own family by listing two or three things the family wants most.

Show how values help people set goals by giving direction to them, for example, if a girl and her family really want an education, they will set goals which will lead toward an education for the girl. Point out that people who have a clear-cut set of values are more likely to have a clear-cut set of goals. Consider families whose values are shown by their goals by describing an imaginary family with strong convictions about their religious beliefs, the need for educaton and the importance of work and identify their goals which indicate these values.

Discuss differences in values of families, pointing out that values that are highly important to one family may not be important to another. Show that "having a good time" is a value to some people whereas other people may value thrift and hard work.

Discuss similarities of values of families and further discuss the values which research has shown to be those held by most families. (Parker's list of family values.)

Draw conclusions to clarify the meaning of values and goals, such as: values are "what people hold dear" and the "why" of management; goals are the "what" of management or the end toward which effort is directed; and the objective of management is to reach goals chosen in relation to values.

Recognize that all goals are not equal in importance to a person or family. Point out that *priority rating* of goals means considering the most important goal first and arranging other goals in the order of their importance. Show need for priority rating of goals to a manager by answering: "Which of my goals are most important to me?"; "Which of them must I seek right away?"; "Which can I put off until later?"; or "Which goals are most important to my family?"

Make a list of own personal goals that are important at this time, arranging them in the order of their importance. Show that this is a way of giving priority rating to goals. (Keep this list for future planning.)

Clarify that "goals and values are interrelated" in making decisions. Point out that a girl

whose decision is the choice of a dress may have the goals: to be attractive, to be economical, to buy a dress that will help her to get the approval of girls and boys; and she may hold the values of economy, beauty, and approval of the group. Show how in her choice these goals and values would be interrelated.

Generalizations

Rational decisions represent choices resulting from logical analysis of situations.

Values serve as guides for developing goals.

Clarification of goals and values help people in making decisions that will contribute to the achievement of their goals.

The objective of management is to reach goals chosen in relation to values.

Decisions of individuals and families reflect differences in the perception of goals and goal achievements.

The selection of personal or family goals in the order of their importance (priority rating) contributes to the satisfaction people receive from their management.

STEP 2 IN RATIONAL DECISION-MAKING—OBTAIN INFORMATION NEEDED TO ACHIEVE GOALS

Discuss the saying, "It's just a gamble because I don't know much about it." Consider that without information a decision may only be a gamble. Show that the more *information* a person has and is able to use about a problem the better able he is to predict the outcome of his decision (or to guess which is the best decision). Discuss examples, such as: a girl who is choosing a blouse can better predict the quality of a blouse if she understands and uses information given on labels, if she can recognize fabric quality desirable for the use of the garment, and if she can recognize durable construction; the girl who is selecting color to paint her walls can better predict how it will look if she understands the principles of color and knows the effect of the different types of paint on the wall in relation to the desired effect. Consider how the lack of *information* results in risk and uncertainty.

Generalizations

The more information a person has about a situation the better able he is to predict the outcome of his decisions or to guess which is the best decision.

STEP 3 IN RATIONAL DECISION-MAKING—IDENTIFY AND ASSESS RESOURCES

Material resources (non-human)
Human resources

Clarify *resources* as "what we use" to get "what we want" or those *human* and *non-human* means usable in obtaining goals. Clarify the difference in material (non-human) and human resources. Identify material resources

as money, credit, time, energy, materials and property. Identify human resources as knowledge, abilities, skills, talents, attitudes, energy and personality traits.

(Some type of visual aid may be used to introduce resources, such as a resource wheel on a flannel board or bulletin board which shows a picture of a girl in the center with the rim of the wheel divided into sections. On each section is one of the following: money and credit, time, energy, materials, skill and ability, knowledge and attitudes and personality traits. Use this wheel to show how each person in the group uses these resources to get what is wanted. Use examples, such as: getting a new dress, caring for own room, planning and preparing supper, etc. Change the picture in the center of the wheel to a picture of a family group. Discuss the family's resources showing how they use their resources to get what they want.)

Discuss how *assessing* or "taking stock" of one's resources (determining the amount of or importance of the resource) helps one determine whether or not his goal is realistic. Use examples, such as: a goal to meet a girl friend in 30 minutes may be unrealistic when one assesses the mode of transportation available to get there; or the goal of painting a room oneself may be unrealistic when one assesses the amount of time, energy and skill one has with which to accomplish the goal. Consider how "taking stock" of one's resources helps one see what he "has" and "has not." Consider how "taking stock" enables one to see which resources may be substituted for another.

Consider ways people differ as to the quantities and kinds of resources available. Point out differences in abilities, skills, energy, intelligence, desire to achieve, and the accumulated money and goods. Show how these influence achievement.

Show how people can substitute one resource for another. Point out how human resources may be substituted for material resources when material resources are limited. Show how a girl with limited money wanting an evening dress might make a dress, thus substituting her ability, energy and time for money. Point out ways families can have more of the material things they want than some families with more income if they use their skills, ability and effort. Determine other ways human resources can be substituted for material ones. List ways persons with limited energy or time can use material resources instead.

Discuss how assessing the amount of resources in relation to other resources influences decisions. Show how a homemaker who has "plenty" of time but "limited" money may economize on money by baking, sewing or producing goods at home. Conclude that in substituting one resource for another, economy is accomplished when the plentiful resources are substituted for the less plentiful when either yields the same satisfaction.

Generalizations

Family resources are those human and non-human means usable in achieving personal and family goals.

Perception of all types of resources one has (both human and non-human) is a step in achieving goals.

Generalizations Cont'd.

The reality of goals is affected by the assessment of resource potential.

Resources are interrelated and interchangeable so that an individual or family may substitute one resource for a more limited resource.

It is more economical to use plentiful resources than less plentiful ones where either yield the same satisfaction.

STEP 4 IN RATIONAL DECISION-MAKING—CONSIDER ALTERNATIVE WAYS OF REACHING GOALS

Discuss the practice of many women to "shop around" before making a purchase. Recognize that this is one way of becoming acquainted with all the possibilities before finally settling the question of "this" or "that." Consider that searching for and weighing all possible choices or alternatives will help one make a relevant choice.

Clarify the process of *weighing alternatives* by applying this step in decision-making to examples, such as: the girl who is selecting an evening dress shops in various stores considering possible dresses, comparing each as to cost in relation to qualities desired, anticipating the possible outcome of each choice. Consider how she might anticipate what each dress would offer in serviceability, comfort and attractiveness and "care cost."

Clarify that there is an element of risk in every choice one makes by showing how the girl cannot be sure that she will be satisfied with every feature of the dress, but she chooses the one that seems to have the most advantages and more nearly meets her standards and meets the standards accepted by her family and associates.

Use examples of weighing choices, such as considering different ways class members may use an afternoon, weighing the possible outcome of each choice. Consider what one gives up as well as what one gains in each choice. Conclude that "calculating the cost in any decision involves considering what was given up in the choices not selected."

Generalizations

In considering alternatives, a person will search for, weigh and determine the most relevant choice.

In weighing alternatives, a person anticipates the outcomes associated with each possible choice.

Disadvantages as well as advantages are usually inherent in alternatives chosen or discarded.

Risk is involved in all choices made throughout life but the degree of risk varies with the situation and with the people involved.

The cost of a choice may be measured in terms of the cost of foregoing other choices that might have been made.

CONTENT	and	LEARNING EXPERIENCES

STEP 5 IN RATIONAL DECISION-MAKING—MAKE THE CHOICE (OR A PLAN)

Identify the last step in rational decision-making as making the choice or plan.

Consider some of the choices made by members of the class. Analyze reasons for satisfactions or dissatisfactions with them, such as a family who bought a home or a car with which they were happy or unhappy. Analyze the reasons, applying steps in rational decision-making. Point out the place of rational decisions in making decisions both for the individual and family which involve "thinking through."

USE OF RATIONAL DECISION-MAKING PROCESS IN HOME ECONOMICS

Discuss how the process of rational decision-making is used in relation to other concepts of Management and in all units in Home Economics when studying problems which involve the "thinking through" process both at school and at home.

Generalizations

The decisions people make are affected by interrelated factors (information about the situation, goals, values, resources, and alternatives) which influence their management.

If people make rational decisions, they tend to get more satisfaction from their decisions and in turn, more satisfaction in their management.

EACH PERSON "A MANAGER"

Discuss ways in which each individual is a manager of his own life, his own resources, and may become a manager of a business, household or organization. Discuss how FHA officers, committee chairmen and members are managers.

THE HOMEMAKER—"A MANAGER"

Discuss ways in which the homemaker is a *home manager* as she directs the activities of the home in relation to the goals of the family.

"THE MANAGER"—AN "ORGANIZER"

Discuss how the management of one's life (self-management), the management of a business, an organization or the management of the home involves putting together the parts (human and non-human resources) to achieve the whole (goals).

Recognize that the manager is a "designer" or organizer in that he plans the overall scheme and then puts together or coordinates the parts to achieve the whole. Define organization as unifying the parts into a "harmonious and workable whole." Recognize how one "organizes" in order to put the parts together of school, family, friends, talents, money, time, activities, feelings, etc., to make the design of a life directed by purpose (goals in relation to values).

Recognize that the homemaker "organizes" in order to put the parts together (cleaning, shopping, caring for children, entertaining, cooking, etc.) to make the design of a smooth running and harmonious household. Recognize that the parts in isolation may appear unrelated but when coordinated (like a jigsaw puzzle), become a design with both unity and variety.

Point out that the person who assumes responsibility for organizing people, time, activities or things is "an organizer" whether the responsibilities are small or large. Point out that an organizer is "a manager" because he conducts or directs his activities or the activities of others.

PLANNING—AN ASPECT OF THE MANAGER'S JOB OF ORGANIZATION

Recognize that the organization or "design" (made up of various parts) involves *planning* what is wanted (goals) and how to achieve it (action). Define planning as "the part of organization which includes developing a program of action for achieving goals". Show how the making of a plan involves deciding on tasks to be carried out, who will perform them, order of the jobs to be done and the time use (time limits) for each.

SYSTEMATIZING—AN ASPECT OF THE MANAGER'S JOB OF ORGANIZATION

Clarify the meaning of the statement, "She is systematic," as making methodical arrangement of activities, properties and roles of people. Discuss how people may be systematic both in making plans and in carrying them out. Use examples of how *systematizing* helps one to manage.

CONTROLLING—AN ASPECT OF THE MANAGER'S JOB OF ORGANIZATION

Clarify that in organizing the manager *controls* by exercising direction, guidance, supervision or other power over activities, physical conditions and people involved. Point out that these responsibilities are administrative duties so that in this respect that one is an administrator similar to the manager of a plant or store. Discuss how *controlling* is involved in "self" management and "home" management.

Point out that the process of organization will be further clarified in the concept, "Organizing Time, Activities and Properties to Achieve Goals."

Generalizations

Organization is the way an individual or family manager plans, systematizes, controls and coordinates activities to achieve goals.

CONCEPT: ORGANIZING TIME, ACTIVITIES AND PROPERTIES TO ACHIEVE GOALS

OBJECTIVES: To help pupils to:

I. Understand how organization of time, activities and properties contribute to the achievement of goals.

II. Be able to apply the rational decision-making process in organization.

CONTENT	and	LEARNING EXPERIENCES

ORGANIZATION—A MEANS OF ACHIEVING GOALS

Discuss how getting what one wants (goals) is accomplished through organizing what one has (resources) into a plan of action. Discuss how the *organization* of one's resources of time, activities and properties (tangible possessions) contribute to the achievement of one's goals. Study own goals (made earlier in this unit) to see which ones involve the use of time, activities and/or properties (resources).

INFLUENCE OF ATTITUDE ON ACCOMPLISHMENT

Recognize that the extent to which one organizes resources in ways that will contribute to his goals may be influenced by how he feels about the goal or the resources. Identify *attitude* as a human resource which may be a positive or negative influence in organization. Discuss how "wanting" to do something helps a person to do it. Contrast the influences of "hating the job" with "enjoying the job" on the accomplishments of the person. Discuss which job is more likely to be put off or to be poorly done. Discuss the feeling of fatigue associated with jobs one does not like which may result from attitude rather than work load. Discuss how attitude is related to one's utilization and organization of time, activities and properties.

WAYS OF CARRYING OUT ORGANIZATION THROUGH

Time planning
Ways of working
Organization of properties
Choice of tools

Recognize techniques of organization which help one to manage the resources of time, energy and properties. Identify these as *time planning, ways of working, organization of properties* and *choice of tools.* Discuss how work may be organized through making time plans, finding and using the most satisfactory ways of working, arranging properties for ease of use, and the choice of tools that will accomplish the task may contribute to the achievement of goals. Discuss how organization may help one eliminate those things which may get in the way of accomplishing goals, such as: waste of time and energy, faulty equipment, disorder, etc.

TIME PLANNING—A MEANS OF ORGANIZATION

Discuss the resources of *time* in accomplishing one's goals. Study the meanings brought out in the statement: "He who every morning plans the transactions of the day, and follows out that plan, carries a thread that will guide him through the labyrinth of the most busy day. The orderly arrangement of his time is like a ray of light which darts itself through all his occupations. But where no plan is laid, where the disposal of time is surrendered merely to the chance of incidents, all things lie huddled together in one chaos, which admits of neither distribution nor review." Victor Hugo.

Show how making a time plan is deciding how to use one's time and how much to use for different purposes (a budget of one's twenty-four hours of day so that one can get what he wants). Recognize that time plans may be written or mental (picture) plans.

Clarify the steps in making a time plan and apply them in making a plan for a day. (Consult references that provide suggestions on making personal time plans.)

- Decide what one wants to achieve during the day, the week or as long time goals. (Study for an exam, wash the car, redecorate a room, etc.)
- Take stock of how one's time is being used and decide upon changes desired. (Keep

a diary of time use for a day's time and determine where there are periods of "time waste" or other changes needed.)

- Decide which activities or achievements are most important to be accomplished (priority ratings).
- Budget time for each activity.
- Try out the plan and evaluate it.
- Make changes as needed.

Recognize that the "thinking through" involved in planning, using and testing is the rational decision-making process.

IMPROVING WAYS OF WORKING THROUGH ORGANIZATION OF ACTIVITIES AND PROPERTIES

Show that "thinking through" a job to be done and applying some basic principles of organization may help a person to accomplish more things in less time with less effort than if these principles were not applied. Point out that studying the way one is already doing the job to determine if there is a better way of working is a basic step in choosing the best method. Show that testing one's *ways of working* and developing improved ways may include applying principles of organization, such as:

- Thinking about how one works (can help a person avoid extra or unnecessary work, motion, steps and trips).
- Placing properties where they are to be used while working.
- Developing an order of work as to which part to do first, second, etc. (sequence).
- Assembling materials needed before starting to do something.
- Having a definite place for things and keeping them there.
- Storing items where they are easy to see and easy to reach (with frequently used items easier to reach than seldom used ones and arranging a single layer or row of items if possible).
- Storing like items together (when stacking is necessary).
- Using dividers, containers or devices to keep things in place.
- Using balanced posture.

Consider how these principles apply in various situations. Make plans for application of the principles in problems, such as:

- Arranging drawer storage for clothes and items like stationery, jewelry, cosmetics and other small personal properties.
- Arranging closet storage for one's clothes.
- Evaluating drawer storage in unit kitchen.
- Organizing kitchen routines.
- Carrying out tasks in the kitchen.

(Note to the teacher: Make applications of these principles in teaching different areas of home economics and in the management of the home economics department; for example, in a series of lessons in getting ready to cook apply these principles in organization of unit kitchens, making work plans and planning how routine jobs will be carried out.)

EFFECT OF "TOOL CHOICE" ON ACHIEVEMENT

Show how *tool choice* or the choosing of equipment and/or supplies appropriate for the task or activity helps a person to achieve his purpose.

Point out how "equipment that works" helps to get jobs done, such as sharp scissors and sharp knives of the desired size for the person and the tasks. Compare "good" and "poor" pans to use for baking brownies, cake, etc., pointing out the difference in time, effort and success in their use. (Note to teacher: Apply these principles in teaching the selection and use of tools in all units.)

APPLICATION OF PRINCIPLES OF ORGANIZATION

Apply principles of organization to problem situations which involve the ways of carrying out organization. Use problems, such as cleaning a room, preparing a meal, washing dishes, etc.; for example:

Goal: To get an education (or to complete school or to maintain good school record).

- Plan time for study (time planning).
- Develop methods of study that promote learning (ways of working).
- Organize a place that promotes learning, such as study area or center (organization of properties).
- Choose lamp, tables and chairs (choice of tools).
- Develop a positive attitude toward study.

Generalizations

Positive attitudes are resources in achieving goals.

The elimination of time and energy waste may be accomplished through organization of time, activities and properties.

Application of the principles of organization contributes to satisfaction with the tasks.

The organization of one's activities and properties contributes to the accomplishment of tasks.

The choice of tools (supplies and/or equipment) that work contributes to the accomplishment of the tasks.

Improving the management of time, activities and properties involves use of the rational decision-making process.

CONTENT	and	LEARNING EXPERIENCES

CONCEPT: MONEY USE IN RELATION TO TEEN-AGE INCOME

OBJECTIVES: To help pupils to:

I. Develop interest in money use in relation to teen-age income.

II. Develop the concept of money as a resource to achieve individual and family goals in relation to values.

III. Use rational decision-making process when buying.

CONTENT	and	LEARNING EXPERIENCES

CONCEPTS OF MONEY

Show how people vary in their concept of money by discussing why people make statements, such as: "Money is magic"; "Money means everything"; "Money is really not important"; "Money is the root of all evil"; "A dollar is round, let it roll". Discuss how some people consider the attainment of money as an *end* rather than as a *means* which shows that their goal is to save and to keep money rather than to spend it. Discuss why these people are sometimes thought of as "stingy" or "money crazy." Contrast this concept with one of spending money rather than keeping it which may be revealed through extreme generosity or waste. Discuss why these people are sometimes called "spendthrifts." Consider dangers in both concepts.

MONEY—A RESOURCE

Clarify the concept of money as a resource in achieving goals by discussing questions, such as: "Is money your master or servant?"; "How do you feel about money that is lost?"; "How can you lose money when you spend it?"; "What goals can money buy?"; etc. Recognize that goals are what one needs and wants. Study to determine the differences in needs and wants of individual and families. Arrange a bulletin board showing money use, such as using a caption, "Which way are you using your money?", with a display of a pocketbook with play money sticking out of it marked "Money A Resource" and a waste basket with play money sticking out marked "Money A Waste."

TEEN-AGERS—BIG SPENDERS

Use visual means to present the statement "Teen-agers spend millions of dollars every year in the United States." Point out that studies show that teen-agers as a group are big money users even though the amount spent varies greatly. Point out that many youth have no idea how much they spend and are shocked when they learn the amount. Raise the question: "Do you know how much you spend and where your money goes?". Consider the big spending of youth as one of the reasons for studying money use.

SOURCES OF INCOME OF YOUTH

Money on request
Allowances
Gifts
Earnings
Real Income

Discuss the question: "Where do teen-agers get their millions?". Identify sources of income of youth. Point out how families very in their method of allocating family money to family members. Consider why families may follow the practice of providing money upon request. Discuss the uncertainties and inconveniences on the part of both parents and youth when money is requested in "dribbles." Discuss ways the amount needed could be estimated and made somewhat definite by the spender and parents through joint planning.

Discuss the use of the allowance method of allocating money to family members. Clarify the meaning of an allowance discussing the advantages and disadvantages.

Recognize how family income allocated to youth may be supplemented by gifts and earnings. Point out that studies show that many youths are earning money today. List part-time jobs of class members and add other jobs possible in the community. Recognize advantages of working, such as: physical exercise, learning work skills and learning how to meet and work with people. Consider other advantages of earning money, such as: gaining a greater appreciation of the worth of money; feeling independent about money use; extending the family budget; being able to get more of the things desired; etc. Consider the questions: "When might you expect to be paid for jobs done at home?" and "Suppose every family member charged for services rendered?".

TEEN-AGERS SHARE OF FAMILY INCOME

Discuss the statement "The money youth spends does not 'grow on trees', it comes from the family pocketbook." Determine the considerations that would influence a teen-ager's share of the family money, including:

- The size and ages of other children and their money needs
- The amount of the family income
- Stage of the family-life cycle (families at some periods in their life cycle have heavy expenses in housing, education and building up a business)
- The variety of expenses to be covered by the money allocated to the teen-agers

Discuss how spending the income is "a family affair" and how all family expenses merge in the determination of how money is to be spent in meeting the needs of all family members. Recognize how an understanding attitude on the part of youthful spenders may contribute to family satisfaction and harmony in relation to money use.

ABILITIES—REAL INCOME

Discuss the "do-it-yourself" trend. Recognize the contribution skills and abilities may make to the family income. Identify this type of income as *real* income. Discuss how youth may contribute to individual and family income without money. Discuss the money value of abilities, such as: knowing how to buy; ability to sew; skills in styling own hair; ability to paint, make draperies, refinish furniture; etc. Calculate the *real* income value of some of the abilities and other skills learned in Home Economics. Consider how the pupils might perform services for the family to save money, such as: doing the family laundry, baby sitting with small children in the family, etc.

CARE OF PROPERTIES—REAL INCOME

Discuss the statement "You can extend your income through proper care." Show how the care of properties, especially durable goods, adds to a person's or family's economic status. Estimate the cost of a winter coat and consider the effect of proper and improper care on the length of its use. Consider the cost of misuse on the life of a sofa bought at current prices. Point out the income loss of a bicycle left out in the rain to rust and deteriorate. Discuss other similar losses.

INFLUENCE OF FUN-TIME ACTIVITIES ON MONEY USE

Discuss how "Fun by Myself," "Fun Watching," "Fun in Activities," and "Fun With the Crowd" have added up to teen-agers becoming

important consumers of recreation in the American economy. Point out that national studies show that one of the major expenditures for youth is for leisure time activities. Discuss how leisure time activities may cut down cost and at the same time contribute to the development of a person. Discuss dating on a budget discussing how both the boy and girl can pave the way for a good time at low cost.

ORIGIN OF HABITS OF MANAGEMENT

Discuss how the saying "As the twig is bent, so shall it grow" applies to a person in the handling of money. Show that decisions made about finances during youth tend to form habits of earning, spending and saving that continue throughout adulthood. Point out that many of the wealthy people in our country's history have gained their wealth through their ability to manage and these habits of money management were begun in their youth. Discuss how teen-agers in their spending may apply the same principles of money management as the rich man.

WAYS TO BEGIN ONE'S MONEY MANAGEMENT

Discuss how one may begin learning to manage own money through taking stock of own spending. Consider ways of taking stock, such as keeping a notebook account of personal spending for a week or a designated time. Discuss how this record of expenses may be a means of determining a weekly spending plan when discussed with parents and seen as a part of the family's spending plan. Take stock of own money management and identify ways of extending own income through improved care, rendering services and/or learning to participate in and enjoy free or low cost leisure.

Generalizations

Habits of money management established in youth tend to continue into adult life.

Money management may be learned through: having a regular amount of money to spend, earning own money and contributing to real income through care and service.

Through use of one's abilities to perform services a person can extend or substitute for money income.

The care of goods and property extends the income by extending the life of the goods or property.

One's choice of fun time activities can serve as a means of extending income.

BUYMANSHIP—A FINANCIAL RESOURCE

Use a bulletin or flannel board with titles, such as: "Add Cents and Sense To Your Dollars Through Wise Buying," (under it place a horn of plenty with play money pouring out or indicate desirable goods that could be purchased) or use, "More Mileage For The Family Dollar." (On this bulletin board cut and mount shape of feet, showing footsteps being taken. Cover bottoms of footprints with play money.)

Discuss ways in which "cents" were lost rather than added through "poor buys" of class members. Display some of the "poor buys" of the group and analyze why the buys were considered "poor."

Analyze what was expected of the purchase, cost in relation to expected use, cost in relation to previous purchases, etc. Analyze "why" the purchase was made. Recognize influences which bring a person to say "Yes, I'll take that," such as: pressure from salesgirl, or friend; lack of time to look elsewhere; it appears to be what one wants; it was admired on someone else; etc. Consider how persons might plan their buying to "add cents and sense to their dollar" by planning their buying in relation to needs and wants rather than buying on the impulse or buying under pressure.

PLANNED SPENDING—THOUGHT SPENDING (OR RATIONAL DECISION-MAKING)

Discuss the statement "Choices made at home, rather than in the market, are likely to bring more satisfaction" or "Thought comes before action." Discuss how thinking through one's purchases before buying may contribute to rational decisions in obtaining what one needs and wants (goals). List ways of "thinking through" a shopper may employ in analyzing the situation and setting goals, such as:

- Take inventory to show what is on hand and what is lacking. (A wardrobe or foods inventory are examples.)
- Decide what purchases are "most needed and wanted" at this time. (Give priority ratings by putting first things first.)
- Define the purposes each purchase is to serve. (Is it planned for serviceability and durability or primarily for beauty?)
- Decide on qualities or characteristics desired.
- Make an organized shopping list to reduce impulse buying.

INFLUENCE OF INFORMATION ON CHOICES

Consider the influence of information on a "poor" or "good" choice pointing out that the more information a person has about the products to be purchased, the better able he is to make the choice he wants. Describe situations which show the influence of information on choices, such as: a girl was given $250 to purchase clothes for herself and she had little knowledge of quality fabrics, garment construction, art qualities in relation to color and design. Consider how her purchases could result in tragic choices in relation to care, durability, and enjoyment of use. Consider how even in the purchase of small items, such as a ball point pen, information may be available to aid in making a rational choice ("good buy").

ADVERTISEMENTS—INFORMATION FOR THE SHOPPER

Recognize that advertising is a means of selling and the information may contain "sales talk" and may be limited. Evaluate some newspaper, magazine and TV ads to identify those that "say nothing," "say little," "falsify the product," or "say enough." Develop the habit of evaluating advertisements seen on TV, in news papers and in magazines.

LABELS—INFORMATION FOR THE SHOPPER

Discuss the difference in "puffing" products through advertising and the "facts" expected from labels. Display a collection of labels for products of various types (foods, housing, clothing, etc.) with a theme, such as

"What Do They Tell?". Recognize that the information is related to the type of label including: brand labels, descriptive or informative labels, grade labels, or descriptive standardized labels. Study the meaning of each type and identify the information which is given by each as follows:

- *Brand labels*—identifies the manufacturer or distributor.
- *Descriptive* or *informative* labels—gives name of product, content, size, care, use, manufacturer or distributor.
- *Grade labels*—specifies quality and standards set up for the product, such as good, choice and prime in beef.
- *Descriptive standardized labels*—are those that have been standardized to have the same meaning to the producer, distributor and consumer.

Conclude that through the use of labels which are informative, consumers are helped to purchase products that meet their expectations.

SALESPEOPLE—SOURCES OF INFORMATION

Clarify the difference between "sales talk" (for promotion only) and informative facts about the product. Consider types of questions a buyer might ask a sales person to get help, recognizing limitations of sales personnel.

PUBLISHED MATERIALS—SOURCES OF INFORMATION

Recognize the kinds of information available to the shopper through publications such as magazines, newspapers, bulletins, etc.

MONEY AVAILABLE FOR PURCHASES TO BE MADE

Recognize how one may overspend for one item and fail to have enough money for other purchases. Recognize how making a plan for spending before shopping may enable one to distribute available money to cover all items to be bought, including how much one wants to pay and can pay for each purchase.

FACTORS INFLUENCING—WHEN TO SHOP (TIME, SEASON AND SALES)

Discuss the influence of *time* on shopping. Show that shopping during rush hours may limit choices and waste the shoppers' time because clerks do not have time to serve shoppers immediately or to give needed advice.

Show how the arrival of new merchandise for the coming *season* (as in the case of clothes and jewelry) is the time to find a wide variety of choices. Call attention to the end of the season sales as a means of getting more products for less money. Point out that a sale can mean a saving only if one buys what is really wanted and needed and is a quality product in relation to cost and use.

Discuss the influence of *sales*.

Formulate a few guides for sale buying such as: go to the sale early; buy only items needed; inspect goods for damages and calculate loss in considering the reduction in price; don't overspend; consider the lasting value of the purchase.

COMPARING PRICES AND PRODUCTS AS A BASIS FOR CHOICES

Discuss how comparative shopping ("shopping around") enables one to weigh the alternatives in choosing a purchase. Recognize how com-

paring products and prices helps one determine price to pay in relation to quality.

Conclude that the rational decision-making process of shopping (thinking through) is a means of helping persons make choices in keeping with their buying goals. Raise the question: What would the habit of rational-decision-buying mean to a person over the period of a life time?

Generalizations

Through applying the steps of rational decision-making the purchaser may avoid "snap decisions" or non-rational decisions and is more likely to make choices that are satisfying to the family.

Planned spending is likely to result in choices that give satisfactions in relation to goals.

TEACHER'S NOTES

HOME MANAGEMENT AND FAMILY ECONOMICS

Advanced Home Economics

CONCEPT: THE HOMEMAKER'S ROLE AS HOME MANAGER

OBJECTIVES: To help pupils to:

I. Recognize ways home management is influenced by the environment and to understand the role of the homemaker in coping with changes that result.

II. Further clarify the role of the homemaker as the home manager.

CONTENT	and	LEARNING EXPERIENCES

COORDINATING ALL PHASES OF HOME-MAKING—THE HOME MANAGER'S JOB

Show how managing a home is tying together all the phases of the homemakers job like "putting the pieces to the zigsaw puzzle together" to form the design. Clarify this tying together or coordinating process by helping pupils to become aware of the variety of responsibilities the home manager fits together to make a smooth-running home. Clarify this variety by listing jobs a homemaker might carry out. Point out that she might be considered a "jack of all trades" in one sense because she is chauffeur, cook, nurse, housekeeper, doctor, financier, bookkeeper, social chairman, buyer, child counselor, spiritual leader, etc. Show how home management means putting these together to make a smooth-running home. Show how the manager's job involves "thinking through" and "putting together" all areas of family life including:

- The physical activities such as, feeding the family, managing household activities, clothing the family, providing for the physical needs of the children, providing for leisure time activities, etc.
- The intangible portions of living in a family including attitudes, ideals, ideas, values, education, etc.

DECISION-MAKING AND ORGANIZATION—THE PROCESSES OF MANAGEMENT

Recall previous study of management and clarify that a major portion of the home managers' job in managing is "thinking through" her responsibilities to *make decisions* and *organize* ideas, people and activities to achieve goals. Recall that developing a program of action is "planning".

CONTROLLING—THE HOME MANAGER'S JOB

Show how the homemaker may exercise control in the home through direction, guidance, supervision and other power over physical conditions and people. Show how "leadership" of the manager enters into getting work achieved by family members. Contrast the effect of the "guide" as the "boss" on family members. Refer to some leadership position in the school such as class president and discuss ways he or she can "control" skillfully the planning of a class social. Show how "control", skillfully carried out, can mean that no one person or small group dominates anyone but one person will plan with others for achieving goals important to all. Point out that people are usually more interested in and willing to participate in activities and to assume responsibility, if the person in charge provides opportunity for them to share in making the decisions. Cite ways the homemaker can provide opportunities for shared planning by a family.

CONTENT	and	LEARNING EXPERIENCES

CHECKING—A MEANS OF CONTROLLING FOR THE HOME MANAGER

Point out how the job of controlling includes checking on how the work is being done, including own work or work of others for which the manager is responsible. Consider how this checking may involve many things, such as checking on: food to see if it is done, boiling over or dry; equipment to see if it is working properly; children to see if they're safe; family members or hired help to see if assigned jobs are being carried out according to expectations; etc.

SETTING STANDARDS—A MEANS OF CONTROLLING FOR THE HOME MANAGER

Discuss how the home manager's expectations of a job or a person becomes her standards. Identify standards as a rule or model for measuring extent, value or quality. Discuss how pupils set standards for themselves (appearance, behavior and friendship) and how own mothers set standards for homemaking tasks, behavior of family members, etc. Use examples which show how standards may influence management such as the family that has home baked cake as their standard may expect the homemaker to bake one, whereas the family that likes any kind of cake may be satisfied with mixes, home baked or bought cakes.

Discuss how flexibility of standards may enable a family to adjust to change, easier than hard and fast ones. Use examples, such as: a homemaker who must have her house cleaned with certain exact procedures and resulting high standards would probably be unhappy if she could not have this high standard. Point out that flexibility in a family's standards may contribute to adjustment when changes are necessary, such as: moving into a smaller house; the homemaker who starts working outside the home; having to live on less money; illness of the home manager; new baby; etc.

Generalizations

The role of the home manager involves coordinating different phases of homemaking into the "whole".

The role of the home manager involves control through exercising direction, guidance, supervision and other power over physical conditions and people.

The manner in which the home manager plans with family members may affect the carrying out of the plans.

Flexibility in standards influences adaptability to changing circumstances.

THE ENVIRONMENT AND THE HOME MANAGER'S JOB

Discuss how the home manager's job is affected by conditions outside her family and household pointing out that the home is no longer an independent functioning unit since all of the activities of home are influenced by societal and economic influences outside the home. Identify the influence of environmental changes using a problem such as: if Mrs. Rip Van Winkle awoke today after 25 years of sleep, what changes would have taken place in the country that would influence the management of her home?

Discuss ways her job of management might be different (or new) as the result. Make a summary such as:

Environmental Changes (Resulting from Societal and Economical Influences)	Effect of Changes on the Role of the Home Manager
• More women working	The "dual role" of working and homemaking
• More varied community activities for women — civic, social, professional and educational in nature	More time spent in various activities taking the homemaker out of the home such as club meetings, professional demands, social expectations, adult education, etc.
• More varied community and commercial activities for other family members (commercial recreation, men's clubs, youth organizations and more second jobs for men (moonlighting)	Family members gone from home for longer periods of time, coming home for basic living processes (sleeping, dressing, and eating) but these carried out more irregularly; more rigid schedules for all family members (more split-second timing) and more tensions resulting from "pushing" and time limitation
• A change in attitude toward men's role in homemaking	More men participating in homemaking activities
• More money in circulation	More money to be handled and higher prices
• More of all kinds of products available	More buying to be done with women spending a large proportion of the family money.
• More advertising with pressure to buy	More time and effort in shopping (choice making) involving buymanship information
• More information available about products	New kinds of equipment to use to advantage; new ways to do work which are constantly changing with new products
• More credit available	Many of the goods and services of the home purchased by use of credit
• More homes being built and sold	Large number of families living in owned homes (many of which are mortgaged) with more responsibility in deciding whether to buy or to rent and how to finance home ownership
• Longer periods of education for youth	Children dependent on parents for a longer period of time during their education (even married couples)

CONTENT	and	LEARNING EXPERIENCES

THE NEW ROLE OF THE HOME MANAGER— A CHALLENGE TO ACHIEVEMENT

Recognize how the societal and economic changes have created a *dual role* for the homemaker — that of wage earning and homemaking. Discuss how today's homemaker not only contributes to the family income through holding a job but also has the continued responsibility for managing the home, rearing the children, being a companion to the husband and participating in the affairs of the community.

Recognize how the dual role of the homemaker in today's world (the new role) permits her to carry out the traditional role of the woman and at the same time adds a new dimension to her life—that of wage earning and civic responsibility. Consider how these offer opportunities for achievement in relation to the personal development of the woman, increase in family income, enrichment of family life and contribution to civic progress.

Recognize that although women's responsibilities and opportunities have increased, their time limitation of twenty-four hours a day and the limits of human energy remains. Recognize that although time and energy has been extended through speed and ease of transportation and communication, mechanized home equipment, and ready-prepared food, limitations of time and energy continue because of increased demands upon them. Recognize that the new role of the homemaker may be one of frustration or fulfillment, depending on how she manages to achieve the tasks she accepts.

Recognize that the achievement of the homemaker's responsibilities in her new role may be a challenge to her when she becomes the designer of what is to be accomplished (family goals) and fits the parts together through a process of management. Identify ways of managing to achieve the parts of the home manager's responsibilities to accomplish a unified whole (family goals), through:

- Cultivating attitudes that "energize" achievement (attitudes of the homemaker and family members)
- Deciding between "essential and non-essential" tasks to achieve goals (thus clarifying values)
- Acquiring homemaking skills
- Gaining skill in management (thoughtful planning and practice)
- Providing opportunities for cooperative planning
- Providing for "shared responsibilities" by family members
- Making "shared household tasks" a means of bringing the family together
- Deciding which resources of the family to use (whether to use time and abilities of family members or economic resources; when to buy products or to make them: and when to perform services or to hire them done)
- Developing a plan for money use satisfactory to family members (including spending, saving, and handling money)
- Developing the ability to make choices in buying through:
  Gaining buymanship information about varied products;
  Developing judgment in evaluating advertising, salesmanship and the variety of

products on the market

- Gaining information about credit and using credit with understanding

Study in depth some of the ways of managing in order to accomplish family goals. (Suggestions follow.)

"ENERGIZING"—A MEANS OF ACHIEVEMENT

Discuss how "wanting to do" influences how much one does and the quality of one's accomplishments. Consider the role of the homemaker in helping to develop the motivation which "energizes" the family to carry out the homemaking responsibilities with "pleasure and enthusiasm" as contrasted with "drudgery" or "dread". Discuss how positive attitudes tend to promote achievement on the part of the homemaker and other family members. Consider ways of motivating or energizing family members in positive ways to accomplish the tasks to be done.

CLARIFYING GOALS AND VALUES—PROMOTE ACHIEVEMENT

Consider how knowing *what* one wants to accomplish and *why* is a means of achieving more goals because a source of direction is established and loss of motion is avoided. Discuss how having goals and clearly defined values enables one to know *when* something has been accomplished and a feeling of achievement may be experienced as well as opening the way to move on to something else.

Consider time limitations of the homemaker in meeting all of the demands made on her. Discuss the necessity for making choices on the basis of value and goal priorities. Discuss how values and goals would influence a homemaker's decision when she has several alternatives on the same night such as: a PTA meeting, a bridge party, the family's favorite TV program or baking a cake. Discuss how clarifying family values and goals of top priority rating would guide a home manager in carrying out everyday tasks such as deciding when to: stack the dishes without washing them, etc. Consider the possible influences of values on the ways in which household tasks are managed using examples, such as: the family that values economy, the homemaker and family members who value extended periods for leisure-time activities together; the homemaker who values teaching her children how to do work at home; the homemaker who values high standards of housekeeping, cooking and other tasks, etc.

Discuss how failing to think through *why* one does a job (goals) may result in wasted time and effort. Use examples, such as: the homemaker who wipes off the refrigerator and stove after they are already clean merely because this gesture is a routine habit; the homemaker who buys food to can because she has always canned at home, etc. Conclude that clarifying *what* is important to a family (values and goals) can serve as a guide for the home manager in choosing *when* and *how* to perform household tasks.

HOMEMAKING SKILLS—PROMOTE ACHIEVEMENT

Discuss the contribution of skills to the accomplishment of homemaking tasks. Consider the time, motion awkwardness and insecurity involved in the "trial and error" methods as compared with the methods when one "knows how" and can go ahead with confidence. Recognize how lack of skill may cause discouragement which in turn results in fatigue and limits accomplishment.

CHOICE OF RESOURCES—INFLUENCE ACHIEVEMENT

Recognize how the achievement of family goals may be influenced by the home manager's choice of resources.

CONTENT	and	LEARNING EXPERIENCES

Consider how the home manager and family members are constantly faced with the problem of: which resources to use, whether to use their human resources of talents, skills and abilities or to use economic resources; whether to make or to buy; and whether to perform a service or hire it done. Identify and discuss considerations of the home manager in deciding whether to buy or to produce at home and/or whether to perform services or to hire them performed, including:

- Time available for home production or service and time required for it
- Time required for purchasing commercial product
- Availability of products of desired quality
- Skills and abilities of family members
- Equipment and supplies available
- Purchasing power (money and/or credit available)
- Relative cost of home produced and commercial goods
- Personal satisfactions from producing goods

Use illustrations to show how the home manager may apply these considerations in: whether to make or to buy a cake, a pair of draperies or a dress; and whether to laundry clothes, wax the floors and/or to refinish a piece of furniture or to hire them done. Conclude that resources are interrelated and interchangeable and the manager may choose whether he will use human or economic resources.

(Note to the teacher: In the study of the various areas of home economics show how these factors are involved in deciding when to make and when to buy products and when to perform services instead of purchasing them.)

CHOICE OF "WHOSE" RESOURCES TO USE—INFLUENCES ACHIEVEMENT

Consider that family goals are usually concerned with total development and well-being of all family members. Recognize how the utilization of the human resources in achieving family goals may contribute to the development of the family members; for example, helping with meals may be a means of developing a sense of responsibility, accuracy and sense of timing as well as the ability to work. Recognize that in deciding whose resources to use the home manager may consider the development of the individual, the expected results from the tasks and the sharing of jobs on some equitable basis.

Consider that unless there is planning for sharing responsibilities, there is likely to be uneven use of resources. Discuss how this may be true in cases where a good-natured, willing member is given more than his share, requiring that more of his time and energy be spent than other members. Show how a generous child may take less of the family money and might do more work for his age to deserve it than another child who would selfishly take all he could get from the family. Consider that the home manager has the responsibility of planning with family members for sharing their resources whether they are time, abilities or materials.

SHARING WORK—A MEANS OF ACHIEVEMENT

Discuss how "many hands make light work." Consider how sharing work contributes to

getting the task done, prevents overloading and promotes family solidarity or "togetherness."

Discuss the statement "the family that works together stays together". Clarify the differences between dividing the work among family members and cooperative planning and working together.

Consider how the opportunity to participate in purposeful activities may help one to learn to manage. Show how growth in managerial ability may go hand in hand with participation when there are opportunities to make decisions and organize.

Generalizations

Changes in family living resulting from societal and economical forces in the environment present management opportunities and responsibilities to individuals and families.

Attitudes of managers influence achievement in performing homemaking tasks and contribute to satisfaction with the job.

Clarifying values and goals of an individual and family helps the manager to choose tasks that are essential to be performed and to eliminate less-essential ones.

Homemaking skills promote the completion of tasks by eliminating trial and error efforts that use time and energy and tend to cause tensions.

Deciding whether to use human resources or to use material resources involves consideration of family values and standards.

CONCEPT: TIME AND ENERGY MANAGEMENT

OBJECTIVES: To help pupils to:

I. Gain an appreciation of time and energy as resources of the family for achieving goals.

II. Understand principles of time and energy use and be able to apply them in personal living and in the home.

CONTENT and LEARNING EXPERIENCES

CONSIDERATIONS RELATED TO TIME USE

Value of time as a resource

Time the "equal resource" for everyone

Study considerations of time use. Develop the concept of *time as a resource* by discussing quotations, such as:

"You wake up in the morning, and lo! your purse is magically filled with twenty-four hours of the unmanufactured tissue of the universe of your life! It is yours. It is the

CONTENT	and	LEARNING EXPERIENCES
Divisions of the twenty-four hour day *Self care, worship, work and play time* *Interrelatedness of time and energy use* *Time and energy (limited resources)*		most precious of possessions . . . No one can take it from you. It is unstealable. And no one receives either more or less than you receive." Arnold Bennett. "Dost thou love life? Then do not squander time; for that's the stuff life is made of." Benjamin Franklin. "Lost: Somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever." Horace Mann.

Recognize that time (like money) is a resource which may be "used" or "wasted" depending on one's concept of its value. Recognize that time has "value" as a resource when it is used to achieve something wanted. Contrast the feelings associated with "something accomplished in a period of time with the same amount of time when little was achieved.

Analyze the statement, "If I only had more time." Recognize that *time is an equal resource for everyone.* Consider how having 24 hours a day is one way in which all people are alike although they may differ in other resources.

Discuss what may be involved in a person's life who says, "I wish I had as much time as other people." Discuss how one's use of time may influence one's feeling of time in comparison with the time of other people. Identify activities involved in the 24 hour period for most people. Analyze sample time plans to see how time use may fall into categories of *self-care, work, play* and *worship.* Discuss how planning (budgeting) one's time may help maintain a balance among them. Discuss how "over spending" of time for one purpose results in cutting down on another, such as the person who overspends on play time and has too little time remaining for sleep and work.

Discuss *how time and energy interrelate* in many activities, such as through saving time a person may use more energy through running or hurrying. Consider how time may be used to save energy by resting at frequent intervals or through working leisurely.

Discuss how both *time and energy are limited* for every person. Consider why persons must make choices as to the ways in which these resources will be spent.

TIME MANAGEMENT—A TOOL FOR ACHIEVEMENT

Clarify time management as a means of getting the most from time. Show that time management involves planning for time use. Contrast the haphazard use of a day's time with one that has been carefully planned with time allocated for definite purposes.

TIME AND ACTIVITY PLANS—MEANS OF MANAGEMENT

Examine time and activity plans for family use and study suggested procedures for making such plans. Point out that these plans are ways of dividing responsibilities among family members as well as for budgeting time. Discuss reasons for written plans. Consider different ways they may be made and posted for family use.

CONTENT	and	LEARNING EXPERIENCES

"MANAGEMENT GOALS" OF TIME AND ENERGY PLANS

Identify management goals of time and energy plans, such as:

- To avoid high energy costs that result in fatigue.
- To release time to enjoy and participate in activities other than the tasks being performed.

Consider how allowing work to pile up may cause a person to be overworked. Call attention to the homemaker who is complaining of being "dead tired" after spring house cleaning and consider how planning ahead could have distributed the work. Discuss how time plans may help one organize work to save time which in turn release time to use in other ways.

GUIDES IN MAKING A TIME AND ACTIVITY PLAN FOR A FAMILY

Discuss how a time plan is made to serve a family rather than the family serving the plan. Discuss some guides in tailor-making a plan for one's own family, such as:

- Provide for flexibility.
- Take care of first things first.
- Allow sufficient time for each task.
- Organize work in the sequence best suited to family members.
- Plan time-saving combinations of activities when possible.
- Distribute tasks among family members.
- Provide leisure time for each person.

Make a "who does what — when" plan for own family, applying the guides in relation to the management goals for time and activity plans.

PLANNING WORK AND LEISURE TIME ACTIVITIES

Consider why allowing time for work or for leisure may not mean this time is used to achieve one's goals for the allocated time unless a plan is made for its use. Consider how planning for time use includes both work time and fun time. Show how time plans contribute to achievement in work (getting tasks accomplished). Consider how fun time may involve goals for time use and achievement. Discuss how the use of leisure time may influence personal development. Consider kinds of leisure time activities that contribute to one's development, such as hobbies, sports and creative experiences. Compare the benefit to family members of leisure activities that provide for individuals to merely "look on" with those in which they participate actively. Consider how "thinking through" the use of one's leisure time in relation to goals may help in making rational decisions concerning fun time.

CONSIDERATION IN ENERGY MANAGEMENT

Variation of energy according to individuals

Variation of "energy costs"

Discuss the meaning of the statement "She can take it." Recognize how people vary in the amount of activity they "can take" before getting tired. Consider reasons for the *uneven re-*

CONTENT	and	LEARNING EXPERIENCES
of different homemaking activities		*source of energy* among people, such as physical heritage, nutrition, physical and mental health, body structure, etc.

Discuss *energy costs* (use) of different activities. Recall a day of extreme fatigue and consider the activities that possibly caused the fatigue. Discuss how vigorous activity and/or activity extended over a long period of time contributes to physical fatigue. Compare the energy costs of activities ranging from the least energy use to the highest arranged in sequence, such as: sleeping, lying awake, sitting at rest, standing relaxed, walking slowly, walking fast, walking downstairs, and walking upstairs. Study how quiet activities use less energy and the more active type take more energy. Conclude that if all other factors are equal, a person uses less energy to perform a job when he sits than when he stands still rather than walking. Point out that sitting or standing in a strain or uncomfortable position increases the energy used and relaxed positions use less energy. Show how stretching and bending take energy. (The greater stretch and the more one bends the more energy used.) Point out that fast movements in rushing use more energy. Discuss how a homemaker can make use of the differences in "energy costs" and thereby do more work with less expenditure of energy.

FATIGUE

Describe feelings of fatigue. Discuss the effects of being tired on one's enthusiasm, efficiency and energy. Define fatigue as the condition that reduces one's ability to achieve or ability to produce.

FORMS OF FATIGUE

Discuss how fatigue is revealed in several forms, such as *physical, mental, emotional or a combination.* Clarify physical fatigue as muscular fatigue (the result of muscular activity). Show the relationship of muscular activity and energy used in the list of activities already discussed. Discuss causes of mental and emotional fatigue, such as boredom and monotony, dislike, frustration, worry, interruptions, etc. Discuss the effect of strained human relations and emotional upsets on fatigue.

EFFECT OF MOTIVATION ON ENERGY

Discuss cases where the manager is keenly interested in what she is doing and is working toward clearly defined goals, showing that high motivation or genuine interest and pleasure in doing a job tends to make more energy available. Discuss examples where dividing a job into parts helps because the person gets satisfaction from completing a part, such as unit construction in clothing.

EFFECT OF REST PERIODS ON ENERGY

Recognize that frequent rest periods spaced at intervals avoids fatigue and results in greater achievement. Recognize that the frequency and length of these rest periods depends on the person's energy. (The person can observe and adjust her rest periods according to her feelings.) Discuss the fact that industry has found that rest periods (such as coffee breaks) in the middle of the morning and middle of the afternoon results in greater achievement for the day.

PLANNING--A MEANS OF ENERGY MANAGEMENT

Clarify the meaning of the statement to "save energy" means avoiding "energy waste" so that it can be used for a purpose. Show that

energy use requires *planning* just as time use does. Discuss how time and activity plans are means of budgeting energy as well as time. Consider the place of rest periods in these plans. Observe own energy span and determine the length and frequency of rest needed to work effectively during the usual school day and during a Saturday at home. Discuss energy use with mothers.

Generalizations

Setting goals gives direction to planning for time and energy use.

Organizing work may serve to release time for other activities.

A person can extend his or her supply of energy through eliminating mental and emotional attitudes that cause fatigue, by budgeting activities requiring muscular energy and by using rest periods according to one's energy to provide for maximum achievement.

WORK SIMPLIFICATION (IMPROVED WORK METHODS)—A MEANS OF TIME AND ENERGY MANAGEMENT

Consider how some people seem to accomplish more than others within the same limits of time and energy. Recognize that the way people work influences their use of time and energy as well as their accomplishments. Consider that since the homemaker usually has limitations of time and energy with which to accomplish many tasks, she is challenged to find ways of managing time and energy. Recognize that improved work methods (work simplification) has been defined as "the conscious seeking of the simplest, easiest and quickest method of accomplishing tasks." Point out that people can get more work done using less time and energy when they study their own work habits and apply the principles of work simplification not already in use. Recognize that each person may develop own best way of working. Show that by applying the principles, one usually finds easier and quicker ways of working (some people seem to use many of these techniques naturally). Discuss advantages of work simplification methods in management, such as:

- Reduced energy and time cost to the worker
- Satisfaction from organization
- Released work time for other activities

PRINCIPLES OF WORK SIMPLIFICATION RELATED TO USING CORRECT BODY POSITIONS OR BODY DYNAMICS

Keeping all parts of the body in alignment or balanced reduces strain and tension and reduces fatigue (balance is maintained by keeping the center of gravity of any part over its immediate base of support or by keep-

Discuss how to save energy by using the body properly through "good posture." Define good posture as "the position which requires the smallest amount of energy". Use a filmstrip, posture charts and/or sketches of body positions to show correct and incorrect position.

Show the effect of body position on energy use and strain by trying out balanced positions of work with "poor" or unbalanced positions.

CONTENT	and	LEARNING EXPERIENCES

ing the center of gravity of the whole body over the supporting base).

When lifting, pushing and pulling objects, energy is saved and strain avoided by:

- Keeping the additional weight close to the body and as nearly over the base of support as possible.
- Adjusting the position of the body weight to counter balance the weight of the object.
- Placing the feet and legs apart.
- Applying force to the center of gravity of the object to be moved.

Show that a "good" standing posture is one in which the head, neck, chest and abdomen are balanced vertically one upon the other so that the weight is carried mainly by the boney framework. Contrast "poor" standing position in which the weight is on the abdomen, shoulders or chest rather than the boney framework pointing out the increase of strain and effort needed for the poor position. Contrast "good and poor" sitting positions. Show how walking starts with the hips not the knees or the head.

Contrast "good and poor" ways of lifting, pushing and pulling objects pointing out energy-saving positions in each case. Practice energy-saving methods of doing tasks, such as lifting a bag of groceries, moving a piece of furniture and carrying a package. Contrast study positions at classroom tables, bending at the hips and at the waist. (In each of these activities call attention to the use of large muscles rather than small ones for the energy saving position while lifting, pulling.) Analyze which muscles are being used.

Moving from the hip joint, rather than the waistline saves energy because the center of gravity of the body is approximately at the level of the hip joint.

Discuss the restful effect of changing the nature of work from active to quiet and changing from standing to sitting and reverse, thus changing the muscles being used. Consider uses of this principle in housekeeping tasks and in studying.

Using the strongest muscle available rather than small weak ones conserves energy.

Alternating body positions, such as standing and sitting is more restful than either one continued for a long period of time.

Moving rhythmically (with ease) is less tiring than tense, awkward or jerky movements. (When work is rhythmical, one set of muscles rests while the other works, whereas if

Describe a worker who moves with rhythm showing that she moves with ease so that one motion seems to flow into the next without any conscious effort. Demonstrate rhythm in two or three housekeeping tasks, such as sweeping, operating the vacuum cleaner and dusting. Point out that when motions are repeated as in sweeping, rounding the motions at the end rather than straight back and forth usually saves energy. Point out that people vary in their way of working so that each person may develop her own work rhythm. Practice housekeeping tasks and discover the most rhythmical motions.

work is done tensely, awkwardly or with jerky motions, both sets of muscles are used and fatigue comes sooner.)

Working with gravity conserves energy — the habit of placing objects on a surface rather than supporting their weights avoids "energy waste."

Using both hands while working conserves energy through equalizing the use of the body and prevents shifting of tools from the left to the right hand.

Point out how people waste energy by holding up an object that can be placed on a surface, such as holding a utensil to fill it with water instead of setting it in the sink; and holding vegetables up to chop rather than placing them on a chopping board, etc.

Discuss how using both hands may save energy. Demonstrate and practice the use of both hands in tasks, such as: picking fruits, putting away dishes, washing a counter top with one hand and drying with the other, and using both hands to pick up toys, magazines and other objects in cleaning the house.

Point out that habitually correct body mechanics may be developed by conscious repetition of the correct movements and alignment of the body.

Apply principles of body mechanics in class work. Plan and carry out home experiences to save energy through correct body mechanics.

PRINCIPLES OF WORK SIMPLIFICATION RELATED TO USING A PLANNED SEQUENCE AND ROUTE OF WORK

Through planning before the work is begun and becoming "motion conscious," useless steps and motions can be eliminated.

A planned sequence and route saves time and energy when the manager eliminates unnecessary movements, reduces the distance traveled and reduces the number of retracements.

Planning the route involves discovering and using the direction of work that is most economical to the person.

Carrying several objects at one time avoids extra trips.

Completing one operation at a time is usually economical of time and energy.

Show that by "thinking through" a job, a person may analyze the way he works to discover useless motions and unnecessary trips. Show how a hit or miss method of work wastes effort through extra steps and motions.

Point out ways a planned sequence and route can save time through demonstrations of simple methods of work. Demonstrate time and energy saving method of setting the table, clearing the table, washing dishes and putting away dishes. Analyze each step of the process clarifying time and energy-saving techniques involved, such as:

- Clearing the table, one side at a time, before moving to the next side
- Using trays to cut down trips
- Stacking dishes in the order they are to be washed
- Stacking dishes close to the sink rather than at a distance to prevent reaching
- Washing dishes at water level rather than useless lifting and lowering
- Routing of dishwashing from right to left — or vice versa according to handling procedure of person

CONTENT	and	LEARNING EXPERIENCES
Adopting the practice of leaving tools and equipment in the position in which they are to be used or picked up again avoids turning and rehandling.		Demonstrate incorrect procedures showing common practices, such as: • Making a number of trips around the table to set the table • Stacking dishes at a distance from the sink and then later moving them near the sink • Stacking dishes in a disorderly fashion
Placing supplies and equipment within easy reach conserves time when routing work.		• Using short jerky motions
Determining and eliminating motions that have no purpose saves time and effort.		• Moving from one side of the sink to the other to take a dish or two at a time

Contrast incorrect procedures to show how the improved method has:

- Eliminated unnecessary movements
- Reduced the distance traveled
- Reduced the retracements of steps and movements

PRINCIPLES OF WORK SIMPLIFICATION RELATED TO ARRANGEMENT AND STORAGE		
The arrangement of large equipment and storage areas can reduce travel distance or steps.		Study how the arrangement of large equipment, furniture and storage areas according to use can reduce travel distance or steps. Recognize that the principles of arrangement and storage may be applied to every area of the house (bedrooms, kitchens, living areas, playrooms and storage areas both indoor and outdoor, etc.).
Storage of equipment and supplies near the point of first use or most frequent use will help save time and energy.		Study ways of arranging furniture and storage areas in the bedroom to reduce travel distance or steps in activities, such as dressing, tending the baby, getting ready for bed, etc. Study the location of the cleaning cabinet to facilitate storage of the vacuum and other cleaning equipment near place of use. Use other problems related to placement of storage areas, such as the location of garden tools, linens, laundry supplies, etc.
Storage of supplies and tools within easy reach of the worker (within the arc that can be reached standing still) conserves time and energy. *Storage of equipment and supplies as near as possible to the working level eliminates the need for stooping and*		Study the location of range, refrigerator, sink cabinets and other large equipment in relation to use in reducing the distance traveled and retracements. Study kitchen arrangement

CONTENT	and	LEARNING EXPERIENCES

reaching and thus reduces time and energy used.

The use of a "fixed" or definite place for storing equipment and supplies eliminates wasted effort in locating items.

Labeling places of storage eliminates effort in looking for items.

The placement of small equipment and supplies in a single row (or single file makes them easier to see and avoids overloading.

When stacking equipment (such as dishes), stacking identical items saves time and effort.

The use of dividers makes it possible to store more equipment near the place of use and avoids unstacking items.

identifying work areas in relation to kitchen shapes. Show the use of each work area and the relationship of the work areas to each other. Discuss how the location of work areas influence the distance traveled and retracements of steps when working in the kitchen.

Study principles of work simplification relating to storage. Make application of these principles in the kitchen classroom.

Demonstrate ways of evaluating and reorganizing storage in keeping with the principles including: dish storage (in relation to the sink center and the place of use); utensils and small appliances; supplies in the unit kitchens; and food storage in the refrigerator and storage cabinet.

Study the relationship of storage to the arrangement of the kitchen. Evaluate the plan of unit kitchens considering the number of people who work in each. Make a study of the number of trips necessary in using the unit kitchens and revise arrangements if needed to save trips and/or motions. Evaluate home kitchens and make improvements in arrangements as possible and practical.

Apply principles of storage to other areas of home, such as bed linen storage, tool cabinet, children's clothes closet, storing toys, table linens, bathroom supplies, etc. Evaluate storage in the home economics department and make desired changes in relation to location of pupils' books, tote trays, wraps, cleaning supplies, teaching materials, etc. Formulate and make copies of "Guides To Easy Storage" (a list of principles with simple applications).

(Note to the teacher: Make applications of the principles of storage and arrangement of equipment and furnishings in the study of house planning and room arrangement.)

WORK SIMPLIFICATION PRINCIPLES RELATED TO USING EQUIPMENT APPROPRIATE FOR THE TASK

Study equipment selection to show how the selection of equipment that works and is appropriate to the tasks helps to save time and effort. Contrast the effort and time involved in using "poor" versus "good" tools, such as: sharp with dull knives, absorbent drying towel with a non-absorbent one that is too small, an absorbent mop with a non-absorbent mop that is too small.

Equipment that will perform the task for which it is designed, saves time and energy and lessens frustrations and tensions.

Care involved in the use of equipment

Contrast the care involved in equipment, such

CONTENT	and	LEARNING EXPERIENCES
is a consideration in the time and effort required for its use.		as: muffin tins and groves versus smooth ones; self cleaning oven versus the traditional type; frost-free refrigerator versus the models requiring defrosting.
Time and energy may be conserved through the use of labor-saving equipment.		Identify labor-saving devices as gadgets and equipment designed to simplify work, such as: electric mixers, blends, automatic percolators, vacuum cleaner, electric floor polishers, etc. Demonstrate and use labor-saving devices. Contrast time and effort involved with the use of other equipment used for the same purposes.
When height of the equipment or work surface is adjusted to fit the physique of the worker, energy is conserved.		

Study how height of equipment or work surface influences the energy used in the performance of work, in both standing and sitting positions.

Evaluate different heights for different kinds of work for people of low, medium and tall stature. Recognize how the relationships of chair height to counter height may result in strain or ease when working. Test the height of chairs to counter tops to determine height which provides the most comfort. Discuss the use of lower heights or pull-out shelves in the kitchen for short persons or for use when performing some tasks, such as hand mixing.

Consider the effect on comfort and efficiency when work surfaces are too low or too high considering the strain and fatigue which result. Try out chairs and stools to determine heights for different individuals to provide comfort while working at a table, sitting, when ironing, etc. Determine the features of a chair and stool comfortable for working as follows: permit the worker to sit with both feet on the floor or on a footrest; a seat shallow enough to permit the worker to sit back in the chair and bend knees without causing him to slump, bend at the waistline, drop shoulders forward or to feel pressure under the knees and a seat that is low enough to avoid pressure on the knees and that has a moderate slope to prevent sliding forward. Discuss the effect of glare or insufficient light on fatigue. Analyze light sources for adequacy.

PRINCIPLES OF WORK SIMPLIFICATION RELATED TO PRODUCTION SEQUENCE		Study principles of work simplification related to *sequence.* Recognize how "thinking through" a job may enable one to *reduce, eliminate, combine, change* or *dovetail* steps or motion in order to save time and energy without affecting the standard of work. Identify steps or processes which may be omitted in some situations, such as wiping dishes (air drying may be adequate) basting, ironing towels, sheets, etc.
When the steps in a process can be reduced in number through elimination, combination or change in the order, motions may be reduced and time and energy saved.		
"Dovetailing" activities that group or combine saves time and energy.		Consider job combinations that may save time and energy, such as: cook, serve and store food in the same dish; double recipe — freeze or refrigerate half and serve later; make one bowl cakes eliminating several steps in mixing and extra utensils; bake sheet cakes instead of layers; make dropped cookies and bis-

suits rather than rolled ones; cook a skillet meal rather than a number of separate foods; use furniture wax that will clean and polish furniture; etc.

Discuss how dovetailing activities (doing several jobs at once) may save time and energy, such as making cookies, cooking supper, watching the children at the same time.

PRINCIPLES OF WORK SIMPLIFICATION RELATED TO CHANGES IN THE FINISHED PRODUCT AND RAW MATERIALS

Using new or different materials and making changes in the finished product can save time and energy.

Discuss how some new or different products may save time and energy, such as self-polishing wax, instant foods, frozen foods, prepared mixes, convenience foods, paper or plastic place mats, plastic aprons, bibs and curtains, synthetic garments, etc. Discuss how the use of these materials may or may not change the finished product. Consider how any changes that affect the finished product will involve willingness of the family to accept the changes. Point out that the homemaker and other famliy members may have to change their standards or learn to use new materials or products and unless they are willing, dissatisfaction or unhappiness could result. Conclude that people can improve their methods of work if they study their own work methods and apply the principles of work simplification not already in use.

Take an inventory of own methods and make plans for home experiences to bring about improvement. Distribute copies of a check list of work simplification principles to use in making plans for improvement.

(Note to the teacher: Apply principles of work simplification in the study of different areas of home economics and the care, arrangement and operation of the home economics department. Give appropriate demonstrations and put into practice time and energy-saving methods in relation to jobs, such as:

- Clothing: ironing clothes; sorting, washing and hanging laundry; unit method of construction; etc.
- Housing: making a bed; preparing and using time and energy-saving routines in housekeeping [making a bed, washing windows, planning and equipping a cleaning cabinet, a basket for cleaning supplies, developing time and energy-saving routines for daily cleaning and choosing and using simple cleaning equipment and supplies]
- Foods: develop and use work routines and schedules for food preparation for both school and home, including: time and activity plans, "who does what plans," forms and guides for making market orders and grocery lists. Compare prepared cake mixes for simple cakes with fat and compare with home baked cakes of the same type; make and use homemade biscuit mix; prepare one dish meals; use a few short cuts in food preparation; etc.)

Generalizations

By using work simplification (improved work methods) people can get more work done using less time and energy.

CONTENT and LEARNING EXPERIENCES

Generalizations Cont'd.

People can improve their methods of work if they study their own work habits and apply work simplification principles not already in use and develop procedures of work that are appropriate to them.

Work simplification not only reduces time and energy cost to the worker but provides the satisfaction from being organized and frees time for other activities.

Through the application of work simplification principles, methods of work may be modified to conserve energy and time, thereby releasing these resources for other purposes and to provide satisfaction with organization.

Through analyzing and assessing own work methods, an individual may determine changes he wishes to make and develop procedures of work in keeping with his goals, values and resources.

CONCEPT: FINANCIAL MANAGEMENT FOR THE FAMILY

OBJECTIVES: To help pupils to:

I. Gain a greater appreciation of financial management.

II. Gain an interest and some ability in making financial plans and keeping financial records for the family.

CONTENT and LEARNING EXPERIENCES

FINANCIAL MANAGEMENT IN FAMILY LIVING

Discuss the statement, "Money can buy many of the things that are important to a family or it can be the source of most of their troubles." Consider the reason for the statement, "When the 'wolf of want' comes in the door, love flies out the window." Point out that marriage counselors recognize that arguments over money are a big factor in marriage failures. Clarify the effect of financial insecurity on tensions of family members including young children.

MONEY MANAGEMENT IN HOMES—BIG BUSINESS

Recognize that most of the goods and services available are produced for families. Consider that since families are the nation's largest market, they are the nation's largest money users. Recognize that since money both comes to and is spent by families, money use is a concern of families. Recognize that although the homemaker does not receive wages for home managing, the family income may be wasted or conserved by her. Consider how the use of family income to accomplish family goals is a matter of money management.

MONEY MANAGEMENT—A LEARNED PROCESS

Show that "good financial managers are not born but made," even those who are born with "a silver spoon in their mouths." Recall that the

person or home manager's ability to manage is not instinctive but the principles of money management can be learned. Consider that the great financiers of history learned and used financial techniques that made them wealthy.

MONEY MANAGEMENT— UNIQUE FOR EACH FAMILY

Recognize that ways of managing money are different for families just as the people are different. Consider how families vary in their attitudes toward money and how this difference affects spending and saving. Show that some families value thrift and others enjoy spending. Point out that some families give generously to the church and community which reflects their values. Recognize that there is no set pattern or formula for families to follow in making a financial plan or budget or in determining methods of spending or saving since families differ in money resources, needs, wants, values, goals and attitudes toward money.

FINANCIAL PLANNING IN FAMILY MANAGEMENT

Consider why a family uses a road map when they take a trip. Show that a plan for spending, saving and handling family finances serves a similar purpose in charting the family money use. Point out that business establishments of all kinds have a carefully made plan for their financial operation and those that do not often fail. Consider the family as a business on a smaller scale but one that is important to the security of family members. Consider that studies show that the use of financial plans contributes to the family's ability to manage. Point out that the Federal Reserve Board made surveys that showed that families tend to save more money if they have a definite plan.

REASONS FOR PARTICIPATION OF FAMILY MEMBERS IN MAKING A FINANCIAL PLAN

- *The goals of family can be made known*
- *Participation of family members influences satisfaction with plans*
- *Experiences in making decisions can help people develop judgment in making decisions about money*

Recognize that the use of family money is a "family affair." Consider how planning for money use may be a cooperative venture when family members share in making the financial plans. Recognize that through cooperative planning, all family members may know and have a part in determining family goals for major expenditures, such as buying a home or a car. Consider how knowing about and being in agreement with such goals may bring about understanding among family members and reduce confusion and conflicts over money use for other purposes. Consider how cooperative planning may permit consideration of the goals of individual family members, such as a winter coat for the daughter, a class ring for the son, etc.

Discuss how participating in making a plan contributes to the satisfaction with the plan because of the opportunity to know the "why" of the decision. Discuss how helping make financial decisions in relation to the use of family money may be a means of developing judgment in relation to money use. Consider the participation of children in making a plan showing how each may participate in relation to his maturity. Use family situations portrayed in books, TV or movies showing how children can participate and how experiences of this type contribute to the development of managerial ability.

Generalizations

Money management can be learned.

There is no ready-made formula for family financial management since families are unique in ways that affect their use of money and other material goods.

Participation of family members in the making of a financial plan contributes to satisfaction with the plan.

Experiences in making decisions about money can help people develop judgment in money use.

STEPS IN INCOME MANAGEMENT

Recognize that the steps in managing one's money are comparable to steps in managing other resources. Recognize that a financial plan (which includes decisions relating to how money will be spent and saved and how financial matters are to be handled) is made in relation to steps in management. Recognize these steps as guides in planning use of income, as follows:

- Define and recognize one's goals (set in keeping with one's values).
- Recognize changes in the family-life cycle and anticipate accomplishments in future periods.
- Analyze all kinds of income.
- Formulate definite plans, check and appraise them.
- Choose a method of handling family money that will satisfy family members.

(Note to the teacher: The following discussions are planned to clarify the above steps.)

GOALS—THE REASON FOR FINANCIAL MANAGEMENT

Compile a list of the big, long term goals which have top priority ratings in the families of class members. Show how these goals of families would affect financial planning and management of money considering the need for:

- Planned spending
- Savings
- A long time plan (not just for a short time)
- Recognizing changes in the family-life cycle and changes in finances

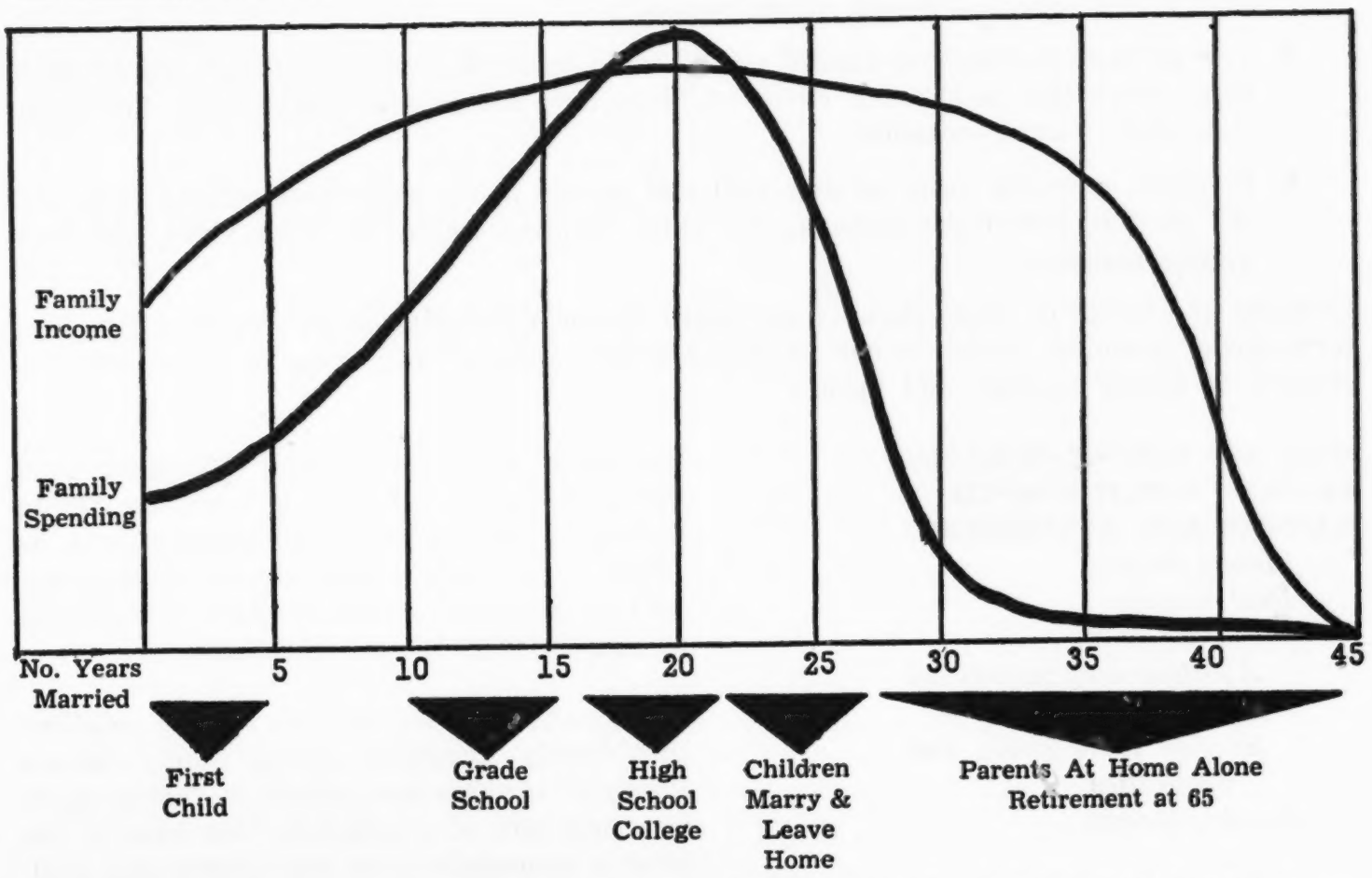
Determine short-time goals of own family involving money use. Share some of these with the group. Include goals, such as: the purchase of a new range, a trip to the mountains, painting the inside of the house, donation to a community center, the purchase of a new tractor, purchase of new shrubs, etc. Show how, if all of these were goals of one family, they would consider them in the order of their importance. Point out that making a written list of goals has been found to be helpful in planning for the use of finances.

CONTENT	and	LEARNING EXPERIENCES

VARIATIONS IN FINANCES WITH DIFFERENT STAGES OF THE FAMILY-LIFE CYCLE

Show how the long time financial picture of a family in regard to income and expenses corresponds to the family-life cycle, thus influencing all financing plans and management.

Study ways family income and spending vary at the different stages of the family. Present and discuss a chart or graph that shows the normal curves of expenses and incomes for families, such as:



Consider variations in income and money use for the three broad family life stages:

- The beginning family or early married life
- The expanding family (the period where children are growing up in the family)
- The contracting family

Consider questions, such as: "At what time are expenses least?"; "At what time are expenses likely to exceed income?"; "When is there greatest need for saving?"; "How do these changes apply to your family?". Compare expenses for clothing during the three broad stages.

Consider family spending at seven stages of the family as follows:

Stages	*Expenses*
Adjustment	Very light
Accumulation	Heavy
Grade school	Light
High School	Moderately heavy

CONTENT	and	LEARNING EXPERIENCES

College — Heaviest
Recover or re-discovery — Either light or heavy
Retirement — Lightest

Study how family finances change with changes in the family-life cycle including:

- The family expenses increase along with earning power to keep pace with the growing family. (In the event the expenses exceed the income growth, the woman may add to the income through wage earning.)
- The greatest demand on family resources is generally when children are in their teens since this is the age where children have the heaviest expenditure for education, clothes and recreation.
- Families generally gain earning skill and capital in the early years of marriage and the earning power decreases as the older children begin to leave home and thus lighten expenses.

Consider the effect of these changes on family financial planning in relation to setting long term goals, planning, spending and saving. Identify stage of life cycle in own family in relation to family expense and income.

KINDS AND AMOUNT OF INCOME AVAILABLE AFFECTS FINANCIAL PLANNING AND MANAGEMENT

Money income
Real income
Family services
Abilities and talents of family members
Service from goods and properties
Psychic income

Recognize that determining all sources of *money income* of a family is necessary before making a plan. Identify all sources, such as salary, commissions, interests on investments, rent or property owned or other investments or owned property and inheritance.

Clarify the meaning of *real income* recalling that family members extend family income through: abilities and talents of family members and care of properties. List some of the ways a homemaker uses her talents and abilities to provide family services, such as using her abilities to cook, sew, iron, organize and buy in preparing family foods, making family clothes, ironing clothes, operating the household and purchasing family properties to get maximum value.

Discuss how the care of properties is a way of gaining service from property and goods. Consider several examples that show care of family property by family members, such as: the cost of misuse on the life of a sofa bought at current prices; cost of scarring or abuse of floors requiring refinishing, etc.

Discuss how "services from property and goods" may be real income. Consider the "money value" received from the services of owned property, such as: a house, automobile, furniture, equipment, home garden, etc.

Clarify the meaning of *psychic income* as satisfactions gained from work. Discuss satisfactions the homemaker receives from her job; the satisfactions a boy may receive from learning to mow a lawn with precision; the satisfactions a girl may have in baking a cake for the family, caring for the family baby, etc. Consider how creativity in any job contri-

butes to satisfactions. Conclude that money cannot buy the kind of satisfaction a person gains, pointing out that this kind of income is known as psychic income.

Generalizations

Making financial plans tends to result in increased financial benefits for families.

The satisfaction received from family money management is dependent upon achieving goals important to the family.

The changes accompanying stages of the family-life cycle influence the availability of resources and the demands made upon them.

Satisfaction from work being done is one form of income in addition to the economic income.

Human resources may be used interchangeably with material resources as a means of extending the family income.

PROVISION FOR FAMILY SECURITY— A PART OF THE FINANCIAL PLAN

Prepare a bulletin board entitled "Why Not Spend It All?". Use some symbol for family money, such as a large family billfold, pocketbook or basket marked family money. Discuss some of the "rainy day" needs of families or class members. Discuss possible results when there is no reserve fund. Determine other reasons for planning for family security (the secure feeling about money) including the following:

- To meet long time family goals.
- To provide for changes in the family-life cycle.
- To provide for irregular spending during the years ahead.
- To equalize income when it is irregular.
- To provide for emergencies.
- To provide experience in thrift for family members.

Consider some of the specific changes in expenses that may occur within a year in a family that would require more money and, thus, necessitate savings, such as: money to finance a wedding of a sister; brother going to college; a new baby coming in the family; and/or a grandmother coming to live in the home.

Consider heavy periods of expenses of a high school girl that would show a need for savings, such as purchase of a fall and winter wardrobe, Christmas gift buying and clothes for graduation. Consider how savings for individual family members provides opportunities for developing habits of thrift.

WAYS OF PROVIDING FINANCIAL SECURITY

Identify ways the family may provide for security of its members including:

- Education of family members
- Savings (cash set aside)
- Investments (property, stock or some form of business that provides a reserve)
- Insurance (including the types that pay off in the event of death, accident, fire or other emergencies and also some that provide income)
- Social Security, Pensions and Other Retirement Income. (Point out that these retirement incomes are usually taken out of a salary before payment as deductions, thus this amount is a fixed expense.)

ESTABLISHING CASH SAVINGS— A PART OF THE FINANCIAL PLAN

Consider the need for "an emergency fund," a sum that is readily available in case of family emergencies. Discuss that money "set aside or a savings fund" is adaptable for this purpose. Study recent publications (bulletins and books) to determine guides for saving. Formulate guides, such as:

- Save for a purpose.
- Save first (set aside savings before spending) and save regularily. Haphazard saving or saving what is left may result in no savings but a regular saving plan generally results in greater savings and tends to result in thrift).
- Set a definite amount as a saving goal and adjust the amount as needed. The amount to be saved will vary with the income, financial goals and responsibilities and size, needs and wants of the person or people involved.
- Establish a reserve or emergency fund (to be kept for emergencies only).
- Choose a place or means of saving that provides safety and other features desired, such as liquidity (ease and speed of getting cash), interest rate, convenience in getting to the place of saving.

Consider a few types of savings that have these qualities; namely, government bonds and bank savings. Discuss ways a class member and/or younger member of the family might have a limited savings beginning with a "piggy bank" or other similar plans. Consider how families feel more secure, there is less strain and worry about money and possible embarrassment and inconvenience can be avoided when the family provides an emergency fund.

Generalizations

Saving money is one way of providing for the economic security of a person or family by making provisions for emergencies and for heavy periods of spending.

The consistent saving of money encourages a person to develop the habit of thrift.

A person or family is more likely to save if they save for a purpose and if they set aside a definite amount of savings before spending for other purposes.

CONTENT	and	LEARNING EXPERIENCES

PAST AND PRESENT EXPENDITURES—BASIS FOR BUDGETING

Discuss how a study of the way money has been spent and saved (pattern for spending and saving) may serve as a basis for planning ways to spend and save. Recognize how determining the spending and saving patterns of an individual or family may help in planning ways of changing or continuing these patterns in keeping wth goals.

Recognize that a study of spending and saving patterns involves taking account of *fixed expenses* and *flexible expenses.* Identify "fixed" expenses as the cost of basic needs, paid at stated times, such as house payments, taxes, insurance, food costs, utilities, etc. Clarify flexible expenses as those expenses that may vary and over which the person may have some control.

Show how looking back over expenses of the year just passed the family or person can determine *periods of heavy expenses.* Each person think about periods of spending they know were heavy in their own family. Include Christmas and fall (when winter clothes were purchased). Consider how these periods could be much heavier one year than in others.

Consider that the prompt payments of debts is essential to the establishment of a good credit rating. Discuss why a "good" credit rating (being called a good credit risk) is an evaluation of a person's character as well as his capacity to pay. Point out that the rating is usually made by a credit bureau in a city and if a person is known to be "good" for his debts he will have a "good" credit rating.

THE BUDGET—THE FAMILY FINANCE PLAN

Prepare a bulletin board on "The Budget — A Pattern for Spending." (Place wording on a large paper cut-out that is in the shape of a dress blouse pattern.) Clarify the meaning of a budget as an individual's or family's plan for spending and saving expected income. Recognize how "money worries" may result from failure to make a financial plan. Consider that people are less likely to overspend or to spend money foolishly when money has been allocated for another purpose. Show that tension and insecurity can result from indecision over how money is to be used. Discuss the making of a plan for spending frees the mind to consider other problems and meet new situations as they arise.

Consider how a budget may:

- Encourage thrift in buying through clarifying needs to family members.
- Lessens the possibility of periods of heavy spending.
- Helps to eliminate indecision concerning money and frees the person from concern over money.
- Encourages families to provide funds for emergencies and encourages thrift through establishing the habit of saving.

Make a family budget and an individual budget using the case study method. Follow a procedure to include these steps in making budgets:

- Define goals.
- Recognize the stages of the family-life cycle and financial changes during periods.

- Determine past expenses.
- Determine fixed expenses and estimate changes.
- Estimate savings and emergency needs.
- Balance needs and wants with money available.

Make budget for own and/or family use as a home experience.

Generalizations

A budget is a tool for financial planning.

The process of making a budget may affect the attitude of a person (or people) toward money use as it tends to develop a greater awareness of spending and saving practices.

A budget may help to avoid tensions resulting from indecision concerning money use.

EXPENSE RECORDS—GUIDES TO FAMILY FINANCIAL MANAGEMENT

Clarify reasons for keeping expense records, such as:

- Shows how money was spent.
- May indicate weaknesses in the spending plan.
- Serves as a basis for evaluating the financial plan.
- Serves as a means of "self checking" or taking stock, thus discouraging over spending.
- Is a record of payment of accounts.
- Provides a basis for distributing family funds fairly among family members.
- Is a basis for making income tax report.

Discuss how the expense record may serve as a guide in managing money.

METHODS OF KEEPING FINANCIAL RECORDS

Envelope
Check book and stubs and bank records
Notebook and/or other record books

Study different methods of keeping expense accounts. Display and examine the use of different methods, such as: the use of envelopes marked for different uses; use of checkbook stubs and balance sheets; small notebooks for keeping daily accounts; family expense account books; etc. Consider how individual families may develop their own system of record keeping.

CHARACTERISTICS OF A "GOOD" FINANCIAL RECORD

Evaluate the various methods of keeping financial accounts in relation to characteristics, such as: simple and easy to keep; convenient; adequate to show money received, amount and purpose of expenditures and balance on hand; correlated with the financial plan, etc.

CONTENT	and	LEARNING EXPERIENCES

METHODS OF HANDLING FAMILY MONEY
"Hand out" or "dole" method
Allowance
Bank account

Recognize that all people who have money have a method of handling it, regardless of whether or not they have a budget. Discuss how families vary in their methods. Identify various methods used, such as the "hand out" or "dole," allowance, bank account, etc.

THE "HAND OUT" OR "DOLE METHOD" OF HANDLING FAMILY MONEY

Point out that in the early patriarchal family, the father was complete controller of the family money and doled out money to family members as he chose. Show that the "dole" form of financing originated with this form of family life and is characterized by one family member handing out the money to other members of the family. Discuss how this method may lead to favoritism, contribute to feelings of servitude, lead to impulse spending and/or provide little opportunity for family members to learn money management through sharing in decisions, etc.

THE ALLOWANCE METHOD OF HANDLING FAMILY MONEY

Study the allowance method of handling family money. Identify an allowance as "allocating" money for designated expenses to individual family members. Consider that the designated expenses may cover operating or other known costs of the home and other items for which costs must be allocated. Study advantages of the allowance method, such as:

- It is a systematic way of handling money.
- It provides opportunity for children and youth to learn money management.
- It encourages thrift.
- It may contribute to the family's financial welfare by limiting expenditures.

Recognize situations in which an allowance may not be an advantage, such as: If the homemaker or a child has an allowance that is too small and the person has to go back to the head of the household to ask for money; if there is a lack of control (particularly on the part of a homemaker or the person receiving the allowance) he or she may over-spend for a period of time and there may not be sufficient funds to make needed purchases near the end of the time; etc. Discuss how using the allowance method of handling money involves planning (budgeting) to determine the amount to be allocated.

THE FAMILY BANK ACCOUNT— A METHOD OF HANDLING MONEY

Clarify the meaning of a checking account in a bank as the type of account used for operating expenses to which a family or person adds funds and withdraws by checks as needed. Point out the convenience and safety in contrast to keeping money at home. Consider losses of families or individuals who have kept money at home rather than using the bank. Consider bank charges for a checking account clarifying services rendered for the monthly charge. Consider the advantages of a checking account for family use, such as:

- Cancelled checks and stubs show expenditures and are helpful as records of money spent.
- Payment by check is safer and more convenient than carrying or mailing money.

- One does not need to handle as much cash, thus, there is less danger of losing it.
- Cancelled checks may serve as receipts for payment of bills.
- Checks to pay bills can be mailed and thus save time and effort.
- A checking account helps to establish a credit rating.

Identify the different types of checking accounts, showing that the individual account is the one used by only one person; the joint account used by two persons and the multiple account used by more than two family members. Consider how an individual account would be used by a family. Point out family situations where it would be especially appropriate.

Discuss the use of the joint and multiple account as means of controlling family spending. Clarify the advantages of this type of account as:

- Each person has the feeling of ownership.
- Each can pay bills or spend as needed without the inconvenience of contacting anyone else.
- A joint account with the right of survivorship can be used by either person in case of the death of the other. (Normally the word "or" between the names of the two parties on the signed card gives survivorship while the word "and" means both parties.)
- The correct use of an account may provide training in money management.

Clarify the precautions in using the joint or multiple account as:

- It is essential that some one be in charge of the account and the other or others keep this person informed.
- Limiting or budgeting the amount to be spent is still a necessary procedure or there may be a danger in over use.
- Incorrect use of the account may lead to misuse of funds.

RISK IN FINANCIAL PLANS AND METHODS OF MANAGEMENT

Recognize that any plans made or methods used in financial management will likely have some degree of risk, such as: costs may be more than anticipated, savings may prove less profitable than expected, family members may want more money, etc. Consider how the degree of risk may be kept to a minimum by "thinking through" all considerations (rational decision-making process) at each stage in making and carrying out the plan.

THE REWARD OF MONEY MANAGEMENT— SATISFACTIONS WITH MONEY USE

Discuss why methods of planning and handling money are only tools or means to the end that money management brings satisfaction to families in relation to their goals and values. Recognize this as the home manager's reward.

CONTENT and LEARNING EXPERIENCES

Generalizations

A systematic record of spending tends to influence a person's habits of spending and may serve as a basis for future planning.

A family's management of financial resources is facilitated by certain plans and records including budgets, expense accounts and bank account records.

Methods of handling money vary with families and with situations.

A financial plan that is made by thoughtful deliberation, together with carefully made records of expenditures and a planned method of controlled spending tends to result in greater satisfaction with money use.

There is some risk in all financial plans and methods of financial management.

CONCEPT: BUYING FOR THE FAMILY

OBJECTIVE: To help pupils to make rational decisions when buying for themselves and for their families

CONTENT	and	LEARNING EXPERIENCES

HOMEMAKERS—BIG SPENDERS

Discuss the statement "Women spend more money than any other group of people." Consider the variety of products women buy pointing out reasons why she is the "big spender" in American society. Study recent publications to determine the proportion she spends. Consider how big family spending contributes to big spending for both the nation and the family.

BUYMANSHIP—A FINANCIAL RESOURCE

Discuss how the ability to buy may be comparable to the ability to earn. Consider how "money saved" on a purchase is like "money earned" or how getting "more mileage for the family dollar" when buying is a means of extending the family income. Discuss how the ability to buy is thus a financial resource. Consider how today's spending influences a family's financial security.

WHAT PURCHASES TELL ABOUT FAMILIES

Observe purchases made by shoppers. Analyze what the purchases and the way they were bought revealed about the individual and/or family. Consider how values are reflected in what one buys. Analyze the possible values reflected in buying travelogues, biography, fiction, movie magazines, etc. Consider how some families spend money to "keep up with the Joneses." Discuss the statement "Our giving reflects us" showing how money used for church and community benefits of a charitable nature is another way people express their values in spending. Recognize how the homemaker's purchases may reflect a predominance of family values over personal values, such as: the homemaker who has two growing boys may choose a sofa for durability and use rather than beauty; one who chooses books for the children in preference to a new formal for herself, etc. Clarify the values involved in each case.

CONTENT	and	LEARNING EXPERIENCES

PLANNED BUYING—A "THINKING THROUGH" PROCESS

Discuss how "thinking through" helps one make rational decisions as to whether to buy or not, what to buy, how much to spend, where to buy and how to buy. Show that planned buying means "thinking through." Discuss how buyers waste time and the time of salespeople because they are unable to make choices. Consider how the homemaker who is an "impulsive buyer" can "break the family." Show that "thinking through" family buying may involve planning (which usually begins "at home"), getting and using information about products and "shopping around" to make the best choice.

"AT HOME" SHOPPING—A PART OF PLANNED BUYING

Recognize planning that may take place before the home manager goes to the store. Identify steps in this "thinking through" process, such as:

- Make a family spending plan, identifying needs and wants of the family for long and short range buying — thus recognizing values and goals responsible for choices.
- Take inventory of home needs to determine what is on hand.
- Make shopping list.
- Set cost limits.

Discuss how identifying needs and wants of the family is a "family affair" even though the homemaker may have the responsibility of making the purchases. Show that the time for identifying the major needs and wants of the family is in making the family financial plan as money is allocated for these purposes at this time. Discuss making a "wish" list where members share in identifying their wants and needs. Consider how this list may be evaluated and used as one basis for the family spending plan since it provides a means of seeing the wants and needs of the total family. Discuss how a long-term list of needs (annual or seasonal) may serve as the home manager's guide. Consider reasons for using a carefully made daily and/or weekly shopping list and the reason for taking inventory of what is on hand before buying. Discuss reasons for a flexible list which serves as a guide but makes a provision for substitutions.

Discuss why a manager sets cost limits as a part of the "at home shopping." Identify the "amount of money available" as the amount not already committed to another purpose. Discuss over-spending as using more money for some purchases and not having enough for others. Discuss ways families over-spend when they do not count the cost in relation to total family spending which results in stress and strain to pay expenses. Consider how the homemaker can help to avoid over-spending by coordinating the spending of all family members. Discuss examples of over-spending resulting from the lack of coordinated spending, such as the husband and son who buy an expensive automobile the same month the daughter and mother purchase a new refrigerator and vacuum cleaner without calculating in advance the combined cost of the purchases.

CONSUMER INFORMATION—A PART OF PLANNED BUYING

Discuss reasons why buymanship information is increasing because of the variety of finishes and other changes in products, new products and new materials Consider how buyers may be influenced by conversations at the tea table, church meeting and at the house next door. Discuss the influence of friends on pur-

chases. Discuss ways a buyer's own experiences in the past influence his buying. Consider how satisfaction with a purchase tends to influence the next purchase. Consider the influence of a person's ability to distinguish quality of choices. Discuss how the home manager may become an informed buyer by availing herself of consumer information. Identify sources of information for the buyer as: past experiences of the buyer, friends, advertising, publications, salespeople, labels, stores, shopping around.

ADVERTISING—INFORMATION FOR THE FAMILY BUYER

Discuss the influence of advertising on the homemaker's choice of goods pointing out the methods of advertising that seem to exert influence on spending habits. Discuss the statement "selling is the advertiser's job" clarifying the techniques of persuasion used in advertisements. Show how advertisements get the attention of buyers through playing on the people's emotions in phrases like "your loved ones," "be popular with the crowd," "don't be the forgotten one," "be a picture of health" and "no longer a need to be afraid," etc. Discuss the technique of persuasiveness that encourages immediate action. Clarify the legal term of "puffing" as exaggeration not falsehood. Point out that the Federal Trade Commission says one can be sure an advertisement is "bait" when:

- The product is offered at a "startlingly low price."
- The salesman is hesitant to show the product being advertised and shows a higher priced product.
- You are told that there is only a floor sample and new stock will be available only after some delay.
- You are told that the item was sold out and asked to look at something better.

Discuss "reading advertisements for facts." Discuss how studying advertisements help consumers know what is available, such as: new types of products, different features of appliances and ways of using and caring for these new products. Consider how advertisements may serve these purposes and still not give complete information which is basic in guiding the selection. Develop guides for use in evaluating advertisements on TV and radio and in newspapers and magazines.

PUBLICATIONS—INFORMATION FOR THE FAMILY BUYER

Examine sources of buying information for the shopper, including consumer reports and guides, Government reports, informative articles in magazines, newspapers and books. Consider their use in choosing large appliances, cars and new products. Consider ways newspapers and magazines can help consumers in choosing clothes, furniture, foods and smaller purchases. Examine reliable consumer materials from professional and commercial associations that distribute information on their own products based on scientific research. Identify various kinds of available materials, such as films, exhibits, leaflets and demonstrations.

SALESPEOPLE AND SPECIALIST—SOURCES OF INFORMATION FOR THE BUYER

Consider ways home economists and other persons, especially trained in use of products, can help the family buyer in getting unbiased and authentic buying information. List home economists in the area who may help the family buyers. Discuss the kinds of information they may provide. Consider types of buy-

manship information a sales person can be expected to provide. Distinguish between sales information and "sales-talk" merely to sell goods.

LABELS—INFORMATION FOR THE FAMILY BUYER

Recognize the label as a source of information on products when the consumer takes the time to read it and makes the effort to understand it. Review the different kinds of labeling (Basic Home Management), such as: brand name labels, grade labels, descriptive labels and descriptive standardized labels. Recall that "brand name" *labels* do not present a standard but may guide a homemaker in the purchase of reliable brands. Identify brands which have been found reliable.

Study how *grade labels* set standards for the quality of the product. Examine grade labels that are used for food products in retail stores and study their meaning. Show how they can be guides to quality in buying, including grades of beef, lamb, veal, poultry, butter, milk and eggs, etc.

Discuss how *descriptive labels,* in keeping with the name, provide information on products, such as:

- How it will perform: (such as degree of color permanence, shrinkage, resistance to water, perspiration, light, heat and wind, cost of upkeep).
- Composition (kind and quality of fiber, plastics, rubber, chemicals, paper, etc.)
- How it is made — (number of yarns per inch, weave, finish, ply, cut, stamped, etc.)
- How to care for it—(washing instructions and/or cleaning, precautions for storage, refrigeration, polishing, greasing).
- Recommended uses—(purposes it is suitable for).
- Name of manufacturer or distributor.

Examine *Descriptive Standardized labels* and discuss the meaning and information given in relation to various products. Show that this type label is the same as the descriptive label except that they have been standardized so that they have the same meaning to producer, distributor and consumer. Explain the standards set up by the Federal Food, Drug and Cosmetic Act as examples. Study the regulations on labels used on products including:

- The name of the product and the variety or style when applicable.
- The name and address of the manufacturer, packer or shipper.
- An accurate statement of the quality.
- A list of the common or the unusual name of each ingredient (when two or more foods go into product) and that this listing be given in the order that shows the relative amount of each.
- A statement of the use of artificial flavoring, coloring, imitations of chemical preservatives.
- A statement as to substandard quality (if one is substandard).
- Required information easy to read and to find.

Learn to recognize descriptive standardized labels when buying. Consider the service to consumers of the Federal laws governing fabrics including:

- Wool Products Labeling Act—requires that labels carry the percentage of wool by weight of wool contained and whether the wool is virgin, new, reprocessed or reused.
- Fur Products Labeling Act—requires that labels carry the English name of the animal that produced the fur; country of its origin if imported; if the fur has been used, damaged or scrap fur; if dyed or bleached; and prohibits fictitious prices in labeling and advertising.
- Flammable Fabrics Act—bars from the market those fabrics and articles of weaving apparel that are highly inflammable and therefore dangerous when worn.

Discuss other types of standardized labels set up by agencies, such as the UL Seal of the Underwriters. (Laboratories that set safety standards for products including electric, automotive, gas and oil appliances—the label takes the form of a seal.) Consider standards that set up the sizes of electrical wall outlets, the size of electric light bulbs, clothing sizes (girls and women's dresses) and fabric content. Point out that labeling for fabric content is mandatory.

Recognize that standards not set by law are voluntary, such as size standards. Consider reasons for asking for garments which carry standardized labels. Examine tags and labels that bear trade marks, such as "Sanforized" "labelized," etc.

Discuss reasons for keeping labels that provide instruction for care. Show how these could be filed by the homemaker in a manner similar to a card recipe file. Conclude that descriptive informative labels can provide guides to a home manager if she understands their meaning and reads them but descriptive standardized labeling provides more reliable guides than other. Consider the reasons for promoting legislation that will provide standards and how this can be accomplished.

STORES—SOURCES OF INFORMATION AND RESOURCES FOR FAMILY BUYERS

Discuss how stores (local and large chain stores) contribute information helpful to homemakers through free demonstrations, talks, fashion shows, publications, movies, etc. Determine basis for choosing stores, such as:

- Merchandise available that meets needs and standards of the buyer including the quality, cost and brand names
- Convenience in location
- Selling and management policies and personnel that meets the buyer's approval (reliability, courtesy and helpfulness of personnel)
- Appearance and arrangement of store (cleanliness, order and other factors that affect the atmosphere)
- Services of the store, such as delivery, mail order services, parking, credit, restaurant, restrooms and return privileges

Identify types of stores including: department store, chain store, credit store, specialty shop, community stores, appliances stores and mail order stores. Classify local stores and discuss the kinds of merchandise and special services provided.

Discuss the influence on the buyer of offerings such as trading stamps, credit, etc. Discuss the tendency to "fill up a book" as a motive for buying. Discuss reasons for comparing prices of stores to determine if extra charges are being made for services and whether or not the service is worth the cost.

Identify the discount store as one that consistently offers merchandise for low prices. Consider the advantages and disadvantages of this type store. Identify factors to check in trading at these stores, such as:

- Check the quoted "list" prices.
- Be sure you are comparing identical quality, models or sizes.
- Learn the store's policy on returns, warranties and servicing.

Discuss advantages and disadvantages of mail order shopping. Consider precautions in buying from "door to door" salesmen pointing out losses from this type of purchases and advisability of checking their status with city officials, Better Business Bureau and/or Chamber of Commerce. Discuss how unreliable house to house salesmen have handicapped the business of the reliable ones.

"SHOPPING AROUND"—THE HOME BUYERS' WAY OF DETERMINING PRICE IN RELATION TO QUALITY

Show how "shopping around" provides the buyer opportunity to develop judgment in applying consumer information and recognize quality in relation to cost. Consider "shopping around" as a way to:

- Determine basic or standard prices.
- Find lower prices of same quality goods (sometimes).
- Identify brands that have qualities desired by the family.
- Find products of superior quality at same price.
- Determine size packages, quantities or sizes desirable.
- Find products with informative labels as guides.
- Discover new improved products.
- Achieve satisfaction from success in making choices based on comparisons of a product.

DETERMINING THE COST OF PURCHASES—A PART OF "SHOPPING AROUND"

Discuss why deciding how much to pay is one of the shoppers' problems. Recognize that price does not necessarily mean quality. Consider how cost is a relative matter depending on use and satisfaction received by discussing the statement "It is not merely the money spent but the value received that counts." Discuss value received in relation to the number of times used (or frequency of use), the length of time used and/or the variety of purposes for which purchases can be used. Contrast purchases made that gave "good" service with one that gave "poor" service including a variety of products, such as: curtains, dresses, cooking utensils, purses, sweaters, bicycles, etc.

Discuss why price tags cannot always be hung on the satisfaction received from purchases. Recall purchases which cost little but gave satisfaction; those that cost a lot and gave little

satisfaction; those that are expensive and gave much satisfaction; those that cost little and were worth less in satisfaction. Discuss how the ability to recognize quality and to predict the usefulness of a product may help one make a rational decision when choosing among alternatives.

OTHER FACTORS IN THE COST OF PURCHASES

Time and energy spent in shopping
Cost of the trip to make purchases

Discuss how time and energy spent in shopping are costs to the manager. Show how these costs could be calculated in terms of other things the buyer could have done with the time and energy used.

Show how the cost of a trip to shop is a part of the total cost of purchases. Point out the possibility of false economy of traveling to several grocery stores to save a few pennies on "specials." Calculate the cost of a purchase considering: price of merchandise, time and energy spent in shopping and cost of trip to make purchases.

SALES—A FACTOR INFLUENCING COST AND WHEN TO BUY

Consider sales as possible ways of getting more for the family dollar. Discuss why sales are not always a means of saving but may be a means of losing. Discuss why knowing quality and being able to compare prices are usable in evaluating sale purchasing. Discuss the saying "He who buys what he does not need steals from himself," calling attention to the tendency to overbuy at sales. Consider when "irregulars," "seconds" and soiled goods are good buys. Discuss precautions in their purchase. Discuss reasons for knowing store policies on sale goods.

Consider different types of sales, such as: fire sales, seasonal sales, special purchase sales, anniversary sales, closing out sales, one cent sales, dollar days, etc. Evaluate the reason for the different sales and possible advantages to the buyer. Discuss how buying equipment and furnishings for the home at annual or semi-annual sale periods can save time and money. Make a calendar of sales, such as:

- Bed linens and towels—January (and other months too)
- Housewares and accessories—February
- Heating equipment—June
- Refrigerators—July
- Hardware—August
- Furniture, lawn and garden equipment—August
- Automobiles—July—September

DOLLAR STRETCHING SHOPPING PRACTICES FOR THE FAMILY BUYER

Discuss shopping practices that help the buyer in extending the family dollar, such as:

- Buy only the quantity needed and wanted.
- Buy in quantity when larger quantities are cheaper provided the quality will not deteriorate before use and there is sufficient storage space in the home. To buy certain foods and supplies in quantity saves money; for example, six bars of soap sold at a reduced packaged rate, larger boxes of foods, detergents and other supplies, etc.

- Check and compare weights and measures. Watch scales, cash registers and other measuring devices to see that correct weights are given. Check the quantity and weight in different packages (boxes, cans, etc.) to determine which product has more for the money.
- Buy the product not the package. Decorative wrappings may add to the cost and/or may encourage the buyer to purchase the package rather than the contents.
- Examine the product closely to evaluate and determine the quality of goods that is wanted and needed. Evaluate in terms of workmanship, durability, care or ease of maintenance, ease of use and/or comfort, and appearance.
- Substitute one product for another when the lower cost products will give the same desired results. (Substitute cheaper foods for luxury qualities to cut cost, such as lower grades of beef, using cheese, eggs and other protein food instead of meat, medium quality fabrics instead of luxury quality in household linens and dress goods, etc.)
- Buy food grades according to use. Fancy grade apples are not necessary for making applesauce but for salad; non-fat dried milk and canned milk cut down cost on milk purchases; lower grade beef for ground beef may be used as well as higher grades; etc.
- Buy seasonal plentifuls, such as: vegetables and fruits in season, using more eggs during the summer plentiful season.
- Study guarantees and keep them. Determine whether or not the entire product is guaranteed or just part of it and who is to make the purchase good in case it is faulty.
- Keep and study instructions related to care and use.
- Count the change after paying for the purchase.
- Avoid shopping when emotionally disturbed or too tired.

EXPERIENCE IN SHOPPING

Show how the saying "learning to do by doing" may be true in developing skill in buying. Consider how children and youth learn about buying in sharing this experience with their parents. Discuss how the adults or older members of the family can guide them in developing understanding about judging products. Plan and carry out home experiences in buying.

EVALUATING PURCHASES AND KEEPING RECORDS OF PURCHASES— A BASIS FOR FUTURE PURCHASES

Discuss the practice of recording brand names of canned, frozen foods and other packaged or canned foods that are found to be "desirable" and those found to be "poor" buys. Discuss how a record of brand names and styles of clothes that are found to be "desirable" can serve as a basis for future purchases; for example, in brassieres, slips and girdles.

CONSUMER RESPONSIBILITY

Consider how one consumer affects all other consumers. Show how the quality and type of products on the market are influenced by products purchased. Discuss the statement "The purchase of a product is a vote for it." Discuss consumer responsibilities in relation to situations, such as:

- Taking garments out on approval.
- Providing the sales person information in regard to the desired purchase.
- Biting on "bait" advertisements to encourage promoters in contrast to informative ads.
- Asking for informative labeling—considering reasons for labeling.
- Avoid damage to merchandise (lipstick on dress tried on, pinching lettuce or apples).
- Making a justifiable complaint when a flaw is detected considering how manufacturer knows about defects. (Make the complaint in writing).
- Courtesy to sales people.

PROTECTIONS FOR THE CONSUMER

Discuss why the consumer needs protection in buying. Identify agencies providing protection.

Discuss protections including:

- *The Federal Trade Commission* protects against unfair trade practices and prevents false or misleading advertising by checking advertising periodically. A consumer may write complaints to the FTC and get an investigation and in many cases a correction. The FTC enforces labeling laws.
- *The National Bureau of Standards* helps to draw up specifications for products. The services of this Bureau are responsible for size and quality standards used in labeling.
- *The Trade Associations* provide protection through issuing insignias of the association that can be used only if standards are such as that of the American Gas Association, American Institute of Laundering, American Automobile Association, etc.
- *Private Research Laboratories*, such as the Underwriters Laboratory and the Electrical Testing Laboratories test products to see that they meet standards.
- *Federal Consumer laws* include the Food, Drug and Cosmetic Law, Wool Products Labeling Act, etc.
- *Small Loan and Credit laws* (State laws relating to loans and credit provide protection by setting maximum rates of interest and setting other regulative protections.)
- *Better Business Bureau* (a National Bureau with bureaus located in various cities) promotes and maintains advertising and selling practices that are fair to business and consumers, protects business and the consumer from frauds, misrepresentations in business transactions and provides consumer information through free publications. The consumer can make complaints to the bureau by telephone, mail or in person and investigations are made on the basis of them. The Bureau has trained persons who study advertising and when misrepresentations are found action is taken to make corrections.
- *National Consumer-Retail Council, Inc.* is a non-profit organization of national consumer and retail organizations that work together for consumer welfare. Members of this council are representatives of women's clubs; National Federation for Women's

Clubs, American Association of University Women and the American Home Economics Association and retailer organizations including the American Retail Federaton, the National Association of Food Chains, National Dry Goods Association, etc. The Council promotes cooperation between consumers and business through working out their mutual problems through the use of "adequate standards" of consumer goods, use of informative labeling and informative salesmanship and advertising; encouraging practices that reduces abuse of retail services, such as accounts, returns and adjustments and promotes cooperation between local stores and consumers.

Consider ways family buyers are making use of these consumer protections and cooperate with these agencies as part of their consumer responsibility.

STOPPING LEAKS IN THE FAMILY SPENDING

Discuss other ways a family may cut down on their cost of living. (Show that when expenses are greater than expected keeping a record of expenditures is one way of determining the hidden leaks.) Identify and discuss ways of cutting down on expenditures, such as:

- *Analyze the cost of utilities* (water, electricity, gas, heating bills and telephone) since they are flexible and may be reduced. Analysis of utility bills may show waste due to careless use or poor installations. Investigate to see if the cost can be reduced by the addition of insulation, by cleaning clogged filters that waste heat or having the furnace serviced or if family members can save heat by drawing the blinds and/or draperies on cold nights. See if lights are left on in the daytime, fans left on when not in use and if range eyes are left on rather than cooking with stored heat.
- *Investigate how cost of recreation* can be saved by making use of free community facilities, such as recreation centers, parks, libraries, public concerts and museums. Other activities that may be enjoyed as a means of cutting down cost includes hikes, bicycle trips and cookouts. Family camping trips are one way of cutting down cost on a family trip since commercial lodging and meals usually take 50 cents of the vacation dollar.
- *Determine the cost of the automobile* and set reasonable limits for expenses, such as: keep the price of car within 25% of the gross income including carrying charges; spend not more than 10% of the take home pay for payments, insurance and license and use not over seven to eight per cent of income for operating expenses. (Cars with high horsepower use more gasoline and also require a higher rate for insurance and taxes in addition to the original cost.)
- *Analyze housing costs* since it is one of the largest expenditures of the family.
- *Pay cash for purchases* rather than paying extra for credit, if possible, or if credit is used, shop for the best terms.
- *Analyze trade-ins* on large durable goods—a high trade-in allowance can be misleading; find out the actual cost of the purchase.
- *Take care of equipment, furnishings, cars and other goods* to extend service from them and to avoid repair bills.
- *Practice health and safety practices* to reduce medical expenses.

- *Study insurance policies* held and shop around to determine other policies that provide equal benefits at less cost.

Generalizations

The family economy affects and is affected by the larger economy.

Individual and family choices influence and are influenced by marketing practices and market conditions.

Rational decisions when shopping may result from an analysis of needs and wants, consideration of resources, obtaining information, considering alternatives in relation to goals, resources and information prior to buying.

TEACHER'S NOTES

HOME MANAGEMENT AND FAMILY ECONOMICS

Specialized Home Economics

CONCEPT: MANAGING HOMEMAKING ACTIVITIES

OBJECTIVES: To help pupils to:

I. Recognize homemaking as a science and an art.
II. Use the experimental and creative approaches in relation to homemaking tasks and activities.
III. Experiment with materials, tools and methods of work as a means of utilizing time and energy in own habits of work.
IV. Understand ways of simplifying work for handicapped homemakers.

CONTENT	and	LEARNING EXPERIENCES

HOMEMAKING—A SCIENCE AND AN ART

Discuss the statement "homemaking is a science and an art." Analyze how homemaking provides opportunities daily for scientific experimentation and creative discovery in relation to its many facets. Discuss the meaning of the scientific approach as it relates to the "why" and the "how" of processes and to the search for better methods and materials. Consider how the scientific method of homemaking takes the "guesswork" out of work and, therefore, eliminates the energy and time wasted through trial and error or doing things the "hard way." Identify the "science relatedness" of chemistry in homemaking jobs, such as meal planning, food preparation, care of clothing, laundry, dishwashing, housecleaning, etc. Discuss the principles of biology involved in food conservation, digestion, pre-natal care, growing plants in and out of the house, etc. Consider the principles of physics involved in work simplification, care and use of home appliances and equipment. Recognize the application of information from the social sciences in relation to human development, human relationships, family economics and family-community interaction. Discuss the transfer of learning from the arts to homemaking through use of the art elements and principles of art in all aspects of interior design, exterior house design, flower arrangement, wardrobe planning, meal service, choice of household linens, etc.

Recognize how the job of the homemaker may be one of fulfillment when family goals and values are achieved through the scientific and creative use of resources.

ACCOMPLISHING HOMEMAKING TASKS SCIENTIFICALLY AND WITH CREATIVITY

Discuss why queens, princesses, the wives of presidents and other people of wealth and status enjoy homemaking activities even though they could employ homemaking services. Consider the satisfactions the homemaker receives from "home-keeping" for her family which is not describable in money terms. Discuss how this satisfaction may be increased when home-keeping tasks are accomplished scientifically and creatively. Recognize that when scientific methods are used to save time and energy in relation to routine jobs, these resources are then released for creative activities in homemaking or for other desired experiences.

APPLYING THE SCIENCE OF WORK SIMPLIFICATION TO SPECIFIC HOMEMAKING TASKS

Review the principles of work simplification (Advanced Home Management) and analyze the scientific nature of them in relation to the scientific procedure followed as well as the

application of the principles of physics. Discuss how homemakers may have feelings of frustrations, incompetence or inadequacy when methods of accomplishing homemaking tasks consume time and energy they want to use for something else or when the method used fails to achieve the standard desired in comparison to time and energy spent.

Recall how one might "take stock" of work methods in an effort to simplify tasks by analyzing their way of working to determine if a better way can be found. Recognize that research has shown that work simplification methods applied to a specific task may save time and energy. Select some household tasks for study and experimental work. Select those on which research has been done, such as:

- Ironing a shirt.
- Washing, drying and hanging a family laundry (colored and white clothes).
- Removing family laundry from the line, folding, ironing and storing a family laundry including linens, towels and a variety of clothes.
- Preparing and serving a meal or a portion of a meal.
- Cleaning a house (everyday routine type).

Study references on the performance of the specific tasks. Demonstrate recommended procedures. Prepare guide questions for use in evaluating the performance of the tasks, such as:

- Can any part of the job be omitted or combined with another part?
- Can trips or steps be eliminated?
- Are items placed within easy reach?
- Are both hands used to advantage?
- Is the worker's posture "good"?
- Is the worker in a comfortable position?
- Are the tools selected in relation to the performance expected?

Try out recommended procedures for performing the specific tasks. Vary the procedure when the changes involve the same or less time and energy. Discuss how the homemaker may adapt procedures to her own situation.

CHARTING IMPROVEMENTS IN TASKS Discuss how procedures in accomplishing tasks may be evaluated and improved by charting the way of working, analyzing the chart and making the changes indicated. Study homemaking activities to show distance traveled and number and types of motions used. Select one or two simple examples, such as: making a bed, cooking a casserole (or other single dishes). Chart the distance traveled with a pathway chart showing trips of the worker (distance traveled) by means of string or tape. Show number and types of motion used with a process chart. Analyze charts to determine changes needed in ways of working. Repeat the procedure, making the needed improvements. Chart this procedure and compare with the first one as "before and after" models. Display the charts and report these experiments to adult groups, such as PTA.

TOOL CHOICES—SIMPLIFY TASKS Discuss how choice and use of tools may be a means of simplifying tasks. Identify, examine, display and/or use tools which the homemaker may find "easy to use" and to be time and energy "savers," such as:

- Treated dust clothes and/or dusting mits.

- Cleaning brushes with handles long enough to prevent breathing of dust or strain in cleaning high places.
- Tools with hooks and rings for easy hanging.
- Tools that are unbreakable.
- A vacuum cleaner and other equipment that is easy to put together and put away.
- Carpenter tools designed for specific jobs in the home.
- A partitioned box with a handle or a similar portable device for carrying materials from room to room when cleaning (brushes, cloths, polish, wax, container for trash, etc.).
- Irons with "easy to use" features and out of the way cords.
- Disposable items that eliminate washing (paper towels and dusters, paper bags for garbage, etc.).
- Carts designed to move special items, such as food carts, laundry carts, dish carts, etc. (provided space for storing is available).
- Utensils that store easily and in less space (square milk bottles, refrigerator dishes, etc.).
- Tools that are easy to clean (flat smooth potato mashers, chip-proof pots and pans without "hard to reach" corners and crevices).
- Dishes than can be used for cooking, serving and storing.
- Pans with tight fitting tops with handles or knobs that resist heat.
- Sharp cutting tools appropriate in size and type for the use (serrated knives for bread and cake, swing-blade knife for carrots and other vegetables, paring knives and other knives for different purposes, sharp grater and sharp can openers, both wall and hand type).
- Dish racks that fit the space and are easy to use and clean.
- Trays that are large enough to use for carrying dishes.
- Tools that save fingers and extend the grasp (tongs, long handled spoons, etc.).
- Ironing boards that: are wide enough to be used for flat work and narrow enough for sheath dresses; are well-padded; will roll; and can be easily stored.

Evaluate various tools as to: suitability of material, safety, multi-purpose use, (when possible) and for their "get ready" and "clean up" qualities. Consider reasons for eliminating all equipment that is not essential and that which is defective (knives with loose or broken handles).

Learn to use and care for labor saving devices. Evaluate and compare different models for ease of use and care including equipment, such as:

- Vacuum cleaners and electric sweepers
- Food mixers and hand mixettes

- Refrigerators, refrigerator-freezers and freezers
- Ranges (conventional type), (gas and electric), wall ovens and surface eyes
- Dish washers (portable and permanent)
- Washing machines and dryers

SHORT CUTS—SIMPLIFY TASKS

Recognize how short cuts may "cut short" time and energy when used to simplify tasks.

Discuss the meaning of short cuts as quick ways of doing jobs. Use examples, such as: making a quantity of master mix and storing it to be used in making biscuits, muffins and other batter as a time and effort saver. Demonstrate making a mix. Experiment at home and in class with different ways of using the mix. Experiment with pastry, cookies and other homemade mixes. Collect ideas for short cuts from parents and other homemakers. Experiment with short cuts in class and at home to discover new ones and to evaluate recommended practices, such as:

- Sprinkle clothes with warm water, fold them loosely and store them in a plastic bag (laundry type).
- Store the vacuum cleaner with a minimum of disconnecting.
- Use a rubber dish spatula for scraping batters from bowls, plates before washing, removing the last "bit" of food from containers, etc.
- Use kitchen shears for cutting fruit, salad ingredients, etc.
- Heat left-over bread (muffins, rolls, cornbread, biscuit) in the top of a double boiler.
- Keep chopped green pepper and chopped onions in freezer for ready use.
- Salt and pepper in one operation from a shaker containing a mixture of salt and pepper.
- Freeze mounds of "ready to use" whipped cream.
- Use newspapers as a "disposable garbage can" to hold waste from coffee pots, vegetable and fruits preparation, etc.
- Dredge chicken for frying by placing it in a paper bag with flour in it and shaking.
- Store a chopping board at the sink center and use for chopping various foods.
- Make bread crumbs from bread scraps and keep sealed in a fruit jar for use in cooking.
- Use a chopping board for chopping foods, slicing bread, meats, etc.
- Use "see-through" plastic bags and boxes for storing jewelry, shoes, hose, etc.
- Store "go together" jewelry or accessories together.
- Keep a button box or jar with like buttons threaded together.
- Brown flour in the oven and store in the refrigerator for quick use in making brown gravy.

CONTENT	and	LEARNING EXPERIENCES

CLEANING AND CARE METHODS—SIMPLIFY TASKS

Discuss how choice of materials, equipment and methods of care and cleaning may influence job performance. Experiment with, compare and evaluate different cleaning materials and methods in relation to the expected job performance for:

- Floor tiles—cleaning supplies and waxes appropriate for various tiles including vinyl plastic, rubber, asphalt, linoleum (inlaid and print), cork, ceramic tile, terrazzo, etc.
- Hardwood floors—cleaning agents, waxes, equipment, methods of buffing, etc.
- Carpets—rug cleaners and methods of using for wool, rayon, cotton, acrilan and other types.
- Laundry of clothes—detergents, water softeners, fabric conditioners, bleaches for hand and machine washing of synthetic fabrics, cotton and wool.
- Stain removal from clothes and house furnishings.

STORAGE FEATURES—SIMPLIFY TASKS

Consider why there is "more" to storage than "keeping things out of sight." Recognize how storage features may simplify tasks when designed in keeping with function. Study and observe location and details of storage designed to serve specific purposes in order to save time and energy, such as use of dividers in drawer storage, adjustable shelves, varying depth of shelves according to articles to be stored to eliminate moving articles to get to others; use of a clothes chute from a central place to the laundry unit; storage of items at place of first or most frequent use; special storage features for trays, irons and ironing boards, card tables, folding chairs, luggage, extra table leaves, etc. Study and design ways of saving time and energy through storage features for outdoor storage of lawn equipment and garden tools; kitchen cabinets for different work centers; bed linen and towel storage; table linen; cleaning supplies; laundry supplies; equipment for arranging flowers; sewing supplies; garbage; rainy day apparel; work or play clothes; hobby and recreational materials and equipment, school books and study materials; etc.

Discuss ways of labeling storage boxes to permit ease in finding and returning articles. Determine methods of storing, labeling and perhaps coding articles frequently used (F), seldom used (S) and occasionally used (O). Determine other system of storing in keeping with own preference.

Use the home economics department as a center for experimenting with and evaluating storage features to simplify tasks. Experiment at home and in class with drawer dividers and vertical cabinet dividers (heavy cardboard) to try out different arrangements for various articles before deciding on sections to be cut from permanent materials.

SIMPLIFYING TASKS FOR THE HANDICAPPED HOMEMAKER

Clarify the meaning of the handicapped homemaker as one who is disadvantaged because of some physical condition, such as: being a cripple, having heart trouble, being feeble, etc. Study recommendations for homemaking for the handicapped prepared by The American Heart Association and the U. S. Government.

Discuss how work simplicifation has special meaning for the handicapped homemaker.

Consider why being independent and active are goals of most handicapped people. Discuss how simplifying work may contribute to these goals.

Recognize that through studies energy saving methods have been identified for the handicapped homemaker. Consider that much of the research has centered on the kitchen since food preparation and service involves energy expenditure. Recognize how the handicapped may apply principles of motion economy, both in arrangement of equipment and methods of work in the kitchen, such as:

- *Slide objects instead of lifting or carrying,* such as: sliding pots from counter to range; using cart or wheel table for moving equipment and supplies.
- *Pre-position supplies and equipment,* such as: locating them at the place and in the particular position they are to be used considering ease of reach, ease of grasp, height of storage and for the particular homemaker (low shallow shelves and storage racks about the counter facilitate easy reach).
- *Design or select "easy to reach" storage,* such as: shallow shelves (with only one layer of equipment); vertical file for pans and other flat type articles; mounted knife racks, etc.
- *Arrange fixed work stations* for particular jobs with all equipment and supplies located together at the work center.
- *Minimize stooping* through: locating equipment, supplies and electrical outlets at or near counter height; use of wall oven; etc.
- *Prevent pulling and pushing of doors and drawers* through: use of "easy to slide" doors, revolving cabinets with "built on" doors.
- *Select equipment that can be managed with one hand,* such as shakers for hand mixing; foot switches for large equipment; held steady by suction cups or clamps; etc.
- *Sit to work when possible* using: a chair that provides comfort and any special support needed; lap boards, shelf tables or pull-out shelves for the homemaker in a wheel chair;; etc.

Study other "easy to use" features of homes adapted or especially built for the handicapped homemaker, such as grab bars on bathtub and other locations; hand rails on steps; wide doors for wheel chairs, etc. Recognize which of these features are also appropriate for the normal homemaker. Evaluate house plans, kitchen plans and furniture arrangement for "ease of use."

Discuss how the handicapped homemaker or elderly person may be affected by the features of a house, such as: stairs or steps; concrete floors; slick floors; location of toilet facilities; children's play area; arrangement of work area; light and ventilation; circulation routes; etc.

Discuss influence on the mental outlook of a shut-in, such as window with a pleasing view, sunshine, wall colors, furniture and furnishings, etc.

HOMEMAKING—A PROCESS OF CHANGE

Recall how the family both influences change and is influenced by change. Recognize the creative opportunities which change may bring to the homemaker in terms of new processes, equipment, materials and information. Consider how the homemaker may welcome

change, evaluate change, adjust to change and help to bring about change as she seeks to accomplish "home-keeping" in a world of change. Discuss how an open mind, scientific approach and creativity may open new vistas to the homemaker through continuous learning through all stages of the family life cycle.

Generalizations

Homemaking provides continuous opportunities for experimentation and creative experiences through which management practices may be evaluated and changed practices may be affected.

CONCEPT: PROVISION FOR A FAMILY'S ECONOMIC SECURITY

OBJECTIVES: To help pupils to:

I. Understand family security as a goal of family management.

II. Understand ways of providing for family security.

III. Develop judgment in evaluating and choosing security methods appropriate to individual and family needs.

CONTENT	and	LEARNING EXPERIENCES

FINANCIAL SECURITY—A GOAL OF FAMILY MANAGEMENT

Review the meaning of financial security as "the secure feeling about money." Point out that it means building up some form of protection from want or financial lack as well as preventing insecurity, strain and worry about money. Show that provision for family security is a goal of most parents and as family members become mature it becomes their concern.

WAYS FAMILY SECURITY IS PROVIDED FOR FAMILIES

Education
Savings
Investments
Insurance
Social Security, pensions and other retirement
Income
Wills

List ways families may provide for their economic security. Consider how families vary in their methods of providing security according to their values, such as: the family that places priority value on education may spend money and effort in providing education for family members; families that value property may invest heavily in land, businesses, etc.; families that value money-making may invest in stocks, bonds, lending agencies, etc.

EDUCATION—AN INVESTMENT IN SECURITY

Study findings which show the contribution of education to financial security since education generally increases the level of income a person receives and contributes to security in employment. Show that some conservative economists estimate that "the average person who earns a college education can expect to earn a total of $75,000 more money during his life time than one who has not."

CONTENT	and	LEARNING EXPERIENCES

SAVINGS—A MEANS OF FINANCIAL SECURITY

Discuss Benjamin Franklin's saying "Money makes money and the money that money makes, makes more money." Review the meaning of savings as "setting aside money for future use." Discuss the statement "savings are the result of planning and may mean renouncing present desires." Discuss why savings do not "just happen." Review the reasons for savings (Advanced Management). Apply guides to savings (Advanced Management) to family security, including: save for a purpose; set aside savings before spending; set aside a regular amount of savings; and establish a reserve.

Discuss the savings or reserve fund as the "living estate" or the money reserve to use in periods of peak expenditures, periods of irregular income and emergency. Discuss how the build-up of the living estate of families is usually from savings accumulated from family earnings but in some cases it may be an inheritance or gift.

FOUR FACTORS TO CONSIDER IN CHOOSING A METHOD OF SAVING

Safety
Liquidity
Interest
Convenience

Recognize that choosing "how" the family will save its money involves rational decision-making. Consider factors which may influence a family's choice of methods, including: safety, liquidity, interest and convenience. Consider why safety from loss, theft or depression may be a first consideration when funds are limited.

Recognize that since the savings fund is the family's emergency fund, liquidity (availability) may have high priority when choosing a method of saving. Consider why when money is limited, safety and availability take precedence over rate of interest (earnings) especially when there is an element of risk of the principal to get a higher rate of interest.

THE BANK SAVINGS ACCOUNT—A MEANS OF FAMILY SAVING

Invite a banker to speak on the use of the savings account. Study references from the American Banking Association. Discuss why "a bank account" is the most frequently used method of savings including reasons, such as: accessible and convenient to most people; relatively safe; checks may be easily cashed and the savings passbook provides a record of savings. Consider that the savings account is appropriate as an emergency fund and not as a way of earning money since the interest rate paid is low. Clarify the procedure for opening a savings account. Consider the use of a joint savings account. Discuss meaning of compound interest in relation to bank savings. Discuss special saving club plans, such as Christmas Clubs and Vacation Clubs.

POSTAL SAVINGS—A MEANS OF FAMILY SAVINGS

Study the use of postal savings as a safe method but one which requires only one name for interest and redeposit of the amount to the principal in order to receive a compound interest rate since the interest is not computed automatically. Consider inconvenience of single ownership in the event of death of the depositor.

MUTUAL SAVINGS BANKS—A MEANS OF FAMILY SAVINGS

Point out that Mutual Savings Banks are organized and operated by depositors with no stockholders and operate for the purpose of savings and usually pay a larger rate of interest than savings accounts in commercial banks. Consider the availability of these banks in the locality and investigate their rate of interest and safety protection.

CONTENT	and	LEARNING EXPERIENCES

SAVINGS AND LOAN ASSOCIATION—A MEANS OF FAMILY SAVING

Show how the savings and loan association (also known as building and loan associations) operate for the purpose of saving by investing most of their funds in mortgages. Point out that a person investing in this company is also a share owner and usually receives a higher rate of interest than in a regular savings account. Investigate availability of such companies in the locality and investigate the rate of interest and safety protection.

CREDIT UNIONS—A MEANS OF FAMILY SAVINGS

Clarify the meaning of a credit union as a union of people in one profession or type of work to invest money and share savings. Determine the interest rate of credit unions in the locality and show that the interest rate from this type of cooperative savings plan is usually comparatively high.

GOVERNMENT SAVINGS BONDS—A MEANS OF FAMILY SAVINGS

List the types and denominations of Government Bonds available. Discuss the safety of use, availability of purchase, rate of interest and liquidity. Recognize that Government Bonds are the basis for calculating commercial rates of interest. Consider desirability of two names on the title with "or" between the names so that either person has the title of ownership in case of the death of one of them.

PAYROLL SAVINGS PLAN—A MEANS OF PLANNED SAVINGS

Discuss the meaning and advantages of the payroll savings plan. Show that the practice of having the employer take a stated amount from the salary check before issuing the check is used for different types of savings, such as Government Bonds, credit union, insurance savings plans and retirement incomes including Social Security.

Generalizations

Savings for most people are the result of planning and may involve renouncing some desires for spending.

Savings are the usual means of providing for the family's reserve fund (living estate) for use in meeting peak expenditures and emergencies.

INVESTMENT OF FAMILY FUNDS

Clarify that investments are more permanent in nature than savings. Consider the place of investments in the family's economic plan since the goal of the investor is security of principal and regular and predictable income. Recognize that financial consultants recommend that before a family or individual makes investments they have: a secure living which provides adequately for their needs; a reserve or "living fund" already built up for immediate uses; a balanced plan of insurance for the family's protection.

Identify types of investments, such as: Bonds (Government, Municipal, Church), Stocks (Common and Preferred), Real Estate, etc. The investor is interested in security of principal and in receiving regular and predictable income. Discuss how investment differs from specula-

tion in that in the latter there is greater risk of the principal to get a higher rate of interest. Point out that speculation and any form of "get rich quick" are "poor" investments for families.

CONSIDERATIONS IN EVALUATING A POSSIBLE FAMILY INVESTMENT
Safety of principal
The rate of income
Ease of sale
The management required

Discuss factors to consider in evaluating an investment. Consider how seeking advice and securing information before making an investment may prevent losing the family funds through "poor" investments. Recognize how investments may be a major means of making money for a family when one has the ability to choose and manage them, for example, a person who knows real estate business might succeed when a person who does not might lose money.

PURPOSES OF INSURANCE

Recognize that insurance has become one of the major ways of providing for the economic security of the family. Show that it is a group saving by which the burden or risk is transferred from the family to a company or business enterprise. Clarify the major purpose of family insurance as to provide protection in the event of the death or disability of the breadwinner. Show how it is a means of building up a "living estate" for a family. Consider that minimum protection provides only for a family's temporary needs during a period of adjustment but an "adequate" protection provides a long time or more permanent protection.

Recognize that the greatest need for protection is in the stage of the life cycle of the family when the income is low and there is usually a more limited estate (property and capital) and the future needs of the young children are greatest. Show that insurance needed at this period is that which provides the most protection at the lowest cost and the first policies needed are for protection. Clarify that for the family with children, policies for protection are needed before purchasing educational policies (policies that save for an education). Discuss mortgage insurance as a means of mortgage security in the event of death.

KINDS OF LIFE INSURANCE POLICIES
Term policy
Straight or whole life
Limited payment
Endowment policies

Clarify the meaning and major provisions of each kind of policy and use for which each is especially appropriate including the following:

- Term insurance — written for terms of one, five, ten or more years. It buys more protection at the lowest rate and for that reason is especially "good" for the family when children are young. It has no paid-up value and has no cash or loan value. Each time it is renewed the cost is higher.
- Straight or Ordinary Life Insurance — cheapest form of permanent life insurance. The date of payment remains the same throughout life as when it is taken, thus the earlier it is taken the cheaper the rates. It has cash and loan values. Considering the cost for the period of a lifetime, it is the cheapest form of life insurance (if taken comparatively early in life). It is for the young family.
- Limited Pay Life Insurance—permanent form of insurance but differs from the straight life insurance in that premiums are paid only during a specified period of time — 10, 20 or 30 years. Since fewer premiums are paid for this form each

premium is larger. It has cash and loan value. This kind of insurance is appropriate for a person who has high earning power during their younger years. It has the advantage of not having to pay on it during the period of life when income is lower.

- Endowment policies — a dual purpose insurance with savings and insurance against loss. Premiums are paid for a definite period of years and if the policy holder is still living he collects the face value plus interest or he may choose to receive it in payments, but if he should die his beneficiary collects the policy at his death. This is an expensive form of saving and economists say that endowments that pay out prior to retirement age are not usually recommended for young people and a more flexible arrangement is preferred for families. (Discuss the recommendation of economists that insurance for protection and investments in Government Bonds offers greater economy than endowment policies.)

- Family income plans a dual type policy that combines the features of the regular life insurance and term insurance and is cheaper than both bought separately. In the event of the wage earner's death, the family receives a regular monthly income for a set number of years (term) of perhaps 20 years at the end of this time the full amount of the policy is paid to the beneficiary. If the wage earner lives, the policy is the same as a straight life insurance. This type of policy is becoming increasingly popular.

OTHER FACTS ABOUT INSURANCE

Recognize that insurance is a safe form of investment, policies have a limited cash surrender value and policy holders may borrow money on their insurance. Obtain publications from the Institute of Life Insurance or other agencies for class and/or family reference.

FAMILY HEALTH INSURANCE AS A MEANS OF FAMILY SECURITY

Consider the protection offered and the terms of health insurance prevalent in the locality. Include the different types as: Hospital Expense Insurance; Surgical Expense Insurance; General Medical Expense Insurance; Major Medical Expense Insurance; Loss of Income Insurance. Contact agencies for health insurance, such as Blue Cross—Blue Shield for information and consult commercial references. (A representative of the insurance company or local hospital might discuss terms of these policies.)

PLANNING AND UNDERSTANDING IN BUYING INSURANCE

Consider how being able to evaluate and choose insurance policies using basic information may avoid losses, dissatisfaction and/or sacrifice, for example:

- Choosing types of insurance that are not appropriate to family needs can fail to provide financial advantage, such as choosing expensive endowments for the young family on limited funds.

- Over-buying insurance may result in loss when the family has to let insurance lapse or when excessive sacrifices are made to pay for it.

- Choosing an insurance company that is not dependable may result in loss.

- Choosing the beneficiary who will provide protection for the family.

SOCIAL SECURITY—A MEANS OF FAMILY SECURITY

Study the purpose, precedence and terms of social security as a retirement and disability payment. Contact the nearby social security office for booklets giving information needed for study and interview businessmen for information. Emphasize the protection provided for the family during retirement and in the case of disability. Discuss additional savings or retirement income as a supplement to social security.

A WILL—A PART OF FAMILY FINANCIAL SECURITY

Clarify the meaning of a will as a written document that shows how one's estate (or a family estate) will be distributed at the death of the person making it. Recognize that any adult who owns property can make a will. Discuss cases which reveal difficulties faced by families when the wage earner died without a will, such as: division of property among children and remaining parent; relatives coming in to claim shares when there were no children, etc. Invite a lawyer or a banker to discuss the making, probating and filing a will.

REASONS FOR MAKING A WILL

Clarify terms essential in making wills as executor, executrix and administrator. Discuss the reasons for making a will, such as: property can be distributed as the deceased person chooses and according to a family plan; cost and time for settling an estate may be reduced; an executor (if man) or executrix (if a woman) can be chosen; a guardian can be designated (if needed); family conflicts arising over the settlement of the estate may be avoided especially if it is a will made according to a family plan. Recognize some of the complications when there is no will, such as:

- There is usually delay in settling an estate and added expense because the court must appoint an administrator to see that debts are paid and the property distributed (he must be bonded, causing extra expense).
- The funds and property may not be divided as the family or person deceased planned.
- Frequently, there are family arguments and conflicts about "who was supposed to get what."
- In some cases the law (when a will is not made) seems unfair to some people. (Consult Alabama Laws of Descent and Distibution.)
- If there are children in the family and neither parents are living, the guardian appointed may not be the one the family would have chosen.

HOW TO MAKE A WILL

Formulate simple steps to take to make a will including:

- Obtain legal assistance from a lawyer (the cost is small in relation to the value).
- Make form as needed rather than using a printed one.
- Study or learn from the attorney employed the laws relating to descent and distribution.
- Take needed information to the lawyer including: full names, addresses, and birth dates of everyone to be named in the will.
- A list of all property (real and person) and include insurance policies, a list of debts owed to you.

- A general outline of how the property and goods are to be distributed.
- Select a qualified executor or executrix to carry out the terms of the will.
- Two witnesses of the will are required in Alabama (younger witnesses are preferable).
- Sign only one copy of the will.
- Arrange a safe place for the will and be sure all family members know where it is located.
- Revise the will as changes are needed.

SOME ALABAMA LAWS OF DESCENT AND DISTRIBUTION INFLUENCING WILLS

Study Alabama Laws of Descent and Distribution as they relate to inheritance (where a will is not made) including:

- When a married man dies and leaves no children — the wife receives all the personal property and during her lifetime she has the use of half of real property (if there is no debt against it). Title to the other half goes to his heirs or next of kin. All of the property goes to his heirs or next of kin at her death (her half of the real property is known as her "Dower").
- When a married man dies leaving one child — the wife receives one-half the personal property and the child the other half. (Her "Dower" right is one-third of the real property and the child's is two thirds of it.) Upon the death of the wife her "Dower" then goes to the child.
- When a married man dies leaving two to four children — personal property is divided equally among the children and wife. The Dower of the wife is one-third of the real property and at her death her dower is divided equally among the children.
- When a married man dies leaving more than four children—the wife receives one-fifth of the personal property regardless of how many children there are and her Dower is still one-third of the real property.
- When a married woman dies — the husband receives one-half of her personal property and the other half is divided among the children. If there are no children her family will get it as though she were single. The husband has possession of all of her real property during his life and after his death it goes to her heirs.

Discuss how having a common disaster clause in a will, will provide for disposal of property when both parents die at the same time.

STORING OF FAMILY RECORDS— A MEANS OF SECURITY

Discuss why the safe storage of valuable family papers is a part of family security. Identify records to be protected, such as:

- Birth, marriage and death certificates
- Wills, deeds, abstracts, mortgage, home insurance and other records related to property ownership
- Tax records and receipts (property and income tax)
- Savings and checking account books

- Listing of family securities and certificates or other records related to life insurance, social security records, pension records, etc.
- Bill of sale for cars, boats and other property
- Guarantees on appliances

Discuss the protection afforded when permanent family records are stored in a fireproof box, safe, a safety deposit box, etc. Consider the wisdom of letting one or more reliable persons know where such records are stored.

Generalizations

Rational decisions (when choosing insurances) are more likely to be made when families consider their goals, values, needs and stage of family life cycle; obtain information on kinds of policies and reliability of companies; and assess their resources.

The making of a will is a part of family planning that can prevent unnecessary financial expenditures, time inconvenience, conflicts among family members and unfair distribution of property.

Safe storage of permanent financial records of the family contributes to family security.

CONCEPT: CREDIT—AN ECONOMIC RESOURCE OF THE FAMILY

OBJECTIVES: To help pupils to:

I. Realize the place of credit in everyday living.

II. Understand the advantages and disadvantages of personal and family credit of frequently used classes—charge accounts, service credit, installment buying and borrowing money.

III. Develop judgment in the use of credit.

CONTENT and LEARNING EXPERIENCES

CREDIT AS A FINANCIAL RESOURCE IN INDIVIDUAL AND FAMILY LIVING

Discuss the meaning of the expression, "His credit is good." Identify credit as a business transaction that allows a person to get money, goods or services and pay for them later. Discuss why buying on credit or borrowing money had general disapproval in grandfather's youth, since people believed the use of credit to be "poor" management. Discuss the changed opinion of credit in today's world. Study the use of credit as a financial resource.

THE PURPOSES OF CREDIT

To provide convenience in making purchases and payments

To build up family goods and money

Discuss why credit has become an accepted practice among American families today since it enables families to use goods and services while paying for them; to meet heavy expense

To meet periods of heavy expenses and/or periods of limited income

in small payments in keeping with income; and provide convenience to customers who do not wish to carry cash or write checks while shopping. Consider how these purposes of credit have made credit "popular" especially among young married couples and in times of emergencies.

CREDIT RATING

Consider the meaning of a credit rating and its value to a person. Show that it is an appraisal of the person's credit that is needed when he starts to do business with a company. Show how a credit rating is helpful in obtaining any kind of credit, such as opening a charge account, buying a car, purchasing a home, cashing checks, etc.

KINDS OF CREDIT FREQUENTLY USED BY FAMILIES

Identify the kinds of credit used by many families. Study the major provision of each including:

- *The open charge account*—the most used form of consumer credit. It is the account (used by store) where the buyer is supposed to pay the debt within 30 days in one lump sum. The purchaser pays the same price as cash purchase, and there is no written contract but the buyer must provide good credit rating through references of other stores, banks and/or other reputable sources. Several members of a family may use an account. Credit cards are another 30 day account which provide for the purchase of gasoline, meals, lodging and other services by using cards issued by large companies, such as: oil companies, diner clubs, telephone companies, American Express, etc. These are issued only to people of good credit rating.
- *The budget account* provides for charging purchases and making payments over a period of time beyond the thirty-day limit. A carrying charge may be made. The borrower may have to sign a contract. A 90-day-account is an example of this form of contract.
- *The revolving credit plan* provides the customer with a maximum amount of credit, requires monthly payments to cover a certain percentage of the total amount charged and there is a service charge. (A typical department store plan allows the customer to buy up to $50.00 worth to be paid in a 10-month period with $5.00 monthly payment and the service charge is 1½% of the monthly balance.)
- *The service credit* is where the family gets services to be paid for at the end of the month or at stated times, such as the doctor and dentist bills, gas, water, electricity and telephone. Service credit is generally paid monthly and a discount is often given if paid on time.
- *Installment buying* is the plan used for purchasing larger items of durable goods, such as stoves, refrigerators, TV's and cars in which case the buyer can take a longer period for paying for goods than for other sales credit (a year or longer usually). Payment is made in installments, a charge is made for the credit, and there is a written contract which gives the terms of the purchase. Mortgage credit is a special form of installment buying but the terms of payment are longer and the loan is obtained from special sources.
- *Cash loans* are means of borrowing money from a person, loan company, insurance

company, bank or other establishments and involve legal contracts generally a promisory note or collateral note. A collateral note is a promisory note in which the loan is backed by a tangible asset which is stated on the note and if the note is not paid by the date specified, the lender has the legal right to sell the collateral at the best price he can get. Typical collateral includes cars, houses, furniture, etc.

Consider the risks involved in making a personal loan without a written note. Point out the dangers involved when anyone, especially the breadwinner, signs notes with people for loans made.

CHARGE ACCOUNTS

Clarify the procedure for opening a charge account. Discuss provisions for establishing family or multiple charge accounts. Discuss how a credit rating may be established through listing other accounts held, references of reputable people in business or professions, etc. Discuss the convenience and advantages of a charge account as follows:

- Avoids the necessity for handling cash and, thus, eliminating possibilities of loss.
- Saves time by eliminating trips to the bank for cash.
- Makes possible payment for a number of purchases with a single check.
- Provides sales slips that serve as a record of money spent and sometimes serve to correct errors.
- Makes it possible to return merchandise found to be undesirable.
- Makes it possible to order by telephone.
- Makes possible purchasing scarce items or items especially desired when cash is not available.
- Provides opportunity to take advantag
- Avoids the necessity for handling cash,
- Serves as a means of establishing a credit rating.

Show how planning for the use of a charge account is needed, including:

- Keeping up with the amount charged (show use of charge slips as a means).
- Clearing the amount of a charge immediately with the manager of the account if several people are using it.
- Limiting the amount charged (the amount of credit like money involves budgeting for use).

Discuss examples, such as the: girl who is spending cash on a shopping trip can easily see when her money is gone, but if she is charging she may not notice the total amount she has charged. Show how this same type thing may happen to homemakers. Call attention to the fact that some studies have indicated that families that buy on a credit buy more than those paying cash. Consider possible effects of over charging on: next month's spending; the feeling of security about money; family relationships; etc. Consider the convenience and advantages of credit cards for buying gasoline, paying hotel bills and making telephone calls. Discuss the security of credit cards in cases of emergency.

CONTENT	and	LEARNING EXPERIENCES

INSTALLMENT BUYING

Discuss how installment credit helps many families attain some of their major goals more quickly and at the time they are needed. Consider how it permits the young family to purchase furnishings and equipment while their needs are greatest and to enjoy the goods while paying for them. Show how installment credit enables many families to accumulate more durable goods than they would have had otherwise. Discuss the statement "Debt can be a good task master". Point out that through systematic payment of money for debts on durable goods, the family can greatly improve its financial status rather than if this same money is spent in a "hit or miss" fashion.

CONSIDERATIONS IN THE USE OF INSTALLMENT CREDIT

Discuss the meaning of statements, such as:

"Bring no money—No down payment required."
"Take as long as you like to pay."
"Our furniture is not our own."
"If only we had known we wouldn't have lost our furniture."
"We paid too much but we didn't know how to figure the cost."
"The secret may be in the fine print."

Installment credit costs money but the credit cost is hidden in the cost (price of the goods).

The cost of installment credit includes a higher price than cash price plus interest charges.

The "installment price" of the goods can be determined by comparing the cost price with the installment price.

The rate of interest can be calculated by using a simple formula:

2 x No. payment periods in year x total carrying charges
Principal to be paid x No. installments + 1 = percentage rate.

The buyer can cut down the cost of installment credit by making a large down payment and large payments over a short period of time.

The comparison of the cost of installment credit with the rate of interest necessary for borrowing cash shows the purchasers the best form of credit.

An understanding of all of the terms of an installment contract is important since terms may be hidden in small print and/or inconspicuous places.

Arrange some type of problem solving plan by which class members can determine (discover for themselves) considerations in the use of installment credit, such as: divide into groups to contact business concerns that sell large durable goods on the installment plan.

Group I (Assignment)—Consider the installment purchase price of a family car (financed by regular car financing company) and then get the cash price of the car and contact the banker and get the rate of interest charged for the purchase of the car using the car as collateral. Show the findings.

Group II (Assignment) — Make the same type comparison in purchasing living room sofa and chair getting both installment plan and then cash prices with the banker's rate of interest using furniture as collateral. Show findings.

Group III (Assignment)—Contact a dealer of appliances and a dealer in furniture and ask him to explain the terms of ownership

The store (seller) retains legal title to goods until it is completely paid for and thus can repossess goods if there is default of payment.

Varied methods of persuasions may be used by stores and/or salesmen to induce people to make installment purchases—some of which may be misleading.

(or who legally owns the property during the payment of installment) and why goods bought on the installment plan can be repossessed. When the report is given, clarify the fact that the purchaser is often shocked to find that he does not legally own the goods until after his final payment. Show how an emergency could cause a family to lose money already paid in addition to the goods because they could not make the payment.

Group IV—Contact some experienced merchant who has or now sells on the installment plan for advice to the installment buyer. During this report show how terms of contracts have sometimes been given near the end of the document or in the fine print which the buyer did not read. Give examples of undesirable terms that may have been overlooked, such as "an extra penalty in payment if the regular payment is not met within 10 days."

Group V—Investigate the rate of credit charged by credit unions by interviewing people who belong or are acquainted with them. Include credit unions of groups and agencies, such as Farm Bureau, labor unions, Production Credit, Professional groups, businesses, corporations, Government employees, etc.

Summarize and analyze the findings from the five groups in order to clarify the considerations in the use of credit.

DISADVANTAGES OF CREDIT

Goods purchased using credit may cost more than cash sales

Credit prices are usually hidden or unknown

The added cost of credit reduces the total buying power of the consumer

Consumers may commit themselves to more credit than they can pay and still pay living expenses

Based on the previous investigation and discussions, identify forms of credit that cost "extra." Show how credit cost adds to the cost of living pointing out how saving money to pay cash extends the family income. Call attention to the fact that the habitual installment buying may limit buying power since the consumer pays 10 to 20 percent more for his goods. Consider how the "buy now—pay later" encourages many people to over-spend. Discuss that unless credit buying is carefully figured the total amount spent for goods brought "on time" can exceed the regular income putting the family in debt. Recall that some studies have shown that people using credit tend to buy more goods than those paying cash.

Recall that over-spending or over-use of installment credit may cause a loss of the goods purchased if there is default in payment. Show how family emergencies could cause default in payment and result in loss.

Discuss the statement, "Credit is like fire, so long as it is kept under control it is a great advantage, but as soon as it is used carelessly it becomes a great danger."

GUIDES TO CONSUMER USE OF CREDIT (BUREAU OF BUSINESS RESEARCH)

On the basis of the previous discussions, draw conclusions, such as: use credit only when necessary or where the benefits justify the cost or risk involved; assume no more debts than consumer can reasonably expect to repay out of their current level of income; hunt for the best credit bargain when credit is used.

BASES FOR DETERMINING THE AMOUNT OF CREDIT TO USE WITH SAFETY IN MAKING THE BUDGET

Expected income
Assets that can be used
Necessary expenses

Show that when making the family or individual budget the person or family can determine the expected income and expenses to see how much credit can be afforded and can also determine assets or funds that can be cashed in for payment if needed. Show how a family would apply this principle to see how much they can spend for large purchases when buying on the installment credit.

Generalizations

Credit is a financial resource of the family which can provide family satisfactions when it is used to build family goods and money, to provide conveniences in making purchases and payments and/or to meet periods of heavy expenses and/or periods when income is limited or lacking.

To have a good credit rating is of benefit to a person in obtaining credit.

When there is a lack of planning, consumers may commit themselves to more credit than they can pay.

An estimate of the expected income, assets, and necessary expenses to be incurred are bases for determining the amount of credit that can be used with safety.

Consumers are in a position to use credit to advantage when they use credit only when necessary or where the benefits justify the cost and risk involved; assume no more debts than they can reasonably expect to repay out of their current level of income; and hunt for the best credit bargain.

MORTGAGE CREDIT— A FINANCIAL RESOURCE

Discuss why a large majority of families of today use credit for purchasing homes, pointing out the high cost of living, high cost of housing and approval of credit as a means of financing housing purchases. Show how housing credit has become "big business" in the American economy and in the American home since it is often the largest single expenditure the family ever makes and it frequently takes a large percentage of the family income over a period of years. Point out that a large proportion of families do not have enough money to complete payment of their home but

instead they make a down payment from savings and pay for the balance with a mortgage loan. Clarify the meaning of a mortgage as a legal credit instrument used for the purchase of property with the property as security for the loan.

STEPS IN HOME FINANCING

Discuss reasons for "thinking through" the financing of the home before the purchase. Show that people who have thought through the process have determined a series of logical steps to follow in financing a home. Determine and discuss steps in the financing of a home as:

- Determine the amount of money available for a down payment and how much can be invested showing as payments that the larger the down payment the lower the amount of the mortgage loan, the greater the equity in the house, the smaller the monthly payments, the lower the total interest cost over the years, and the easier it becomes to obtain a mortgage loan.
- Determine (or estimate) housing cost other than the price of the house including, annual real estate taxes, closing costs for land title, recording deeds, etc., extra costs, such as landscaping, insurance payments and maintenance cost.
- Decide how much will be spent for the house (consider some of the economist's rules for deciding how much to pay such as: the cost of a house should generally not exceed 2½ times the gross annual income of the family; the total monthly carrying charge should not exceed one week's takehome pay or 25% of the income; and the family's weekly salary should be equivalent to 1% of the price of the house).
- Determine how much money will be borrowed.
- Evaluate mortgage loans available and choose the one that fits the family's situation.

TYPES OF MORTGAGES

(According to terms)
Straight mortgage
Amortized mortgage
Packaged amortized mortgage
Open-end mortgage

Show how shopping around for mortgages is like shopping for other purchases since there are different types and various agencies that sell them. Identify the types of mortgages and clarify the meaning of each as follows:

- A fixed mortgage is one with a given rate of interest with promise to pay in a given length of time.
- An amortized mortgage is one with a fixed monthly payment which includes both interest due and a portion of the principal with a large proportion of the payment applied to interest and a small proportion applied to principal during the early part of the payment period. As payments continue the proportion of the payment applied to the principal is increasingly larger and the amount applied to interest decreases correspondingly.
- A package loan is an amortized mortgage that includes the cost of equipment as an integral part of the house.
- An open-end mortgage is one which has a clause that gives the owner, who wants to modernize or change the home(at a later time), the privilege of requesting an ad-

ditional amount added to his loan under the terms of the original mortgage by increasing the monthly payments. Point out that this type of mortgage has the advantage that the owner can pay it off in advance of the term specified with little or no penalty.

Study the advantages and disadvantages of these different types of mortgages for families.

TYPES OF MORTGAGES
(According to source)

Study how mortgages are also classified according to the lending agency as: Conventional, Federal Housing Administration mortgages and Veterans Administration mortgages. Clarify the meaning and terms of each as follows:

- The Conventional mortgage is a legal contract between the borrower and a person or a lending agency (such as banks, savings and loan associations, etc.). Lenders usually require a down payment of one-third of the value of the purchase but this rate varies. If the land is owned by the borrower it may be counted as a part of the down payment.
- The Federal Housing Administration (FHA) loan is a mortgage loan which is obtained from a lending agency and insured by the government, through FHA, against loss in case of default by the borrower. These loans require a smaller down payment than Conventional mortgages, (because of the insurance). The percentage of the money guaranteed by the government varies with the amount of the mortgage and the housing legislation. These mortgages may be open-end and/or package type. They require a longer time to process than a Conventional loan.
- The Veteran's Administration Loan is a mortgage which veterans can secure that is guaranteed by this agency and it has little or no down payment, guarantees up to 60% of the loan, is low in interest rate, requires inspection by government personnel and is slower to process requiring several weeks.

Point out that FHA and VA loans are guaranteed by these government agencies but the purchaser still has to contact and make arrangements for the loan with a lending agency. (A local banker, FHA or VA representative would probably be a resource person to talk with the class on mortgages.)

SHOPPING FOR MORTGAGE LOANS

Identify lending agencies for mortgages as: savings banks, Federal Savings and Loan Associations, life insurance companies, commercial banks and trust companies, State Chartered Building and Loan Associations, individual investors and builders. Discuss sources of mortgage loans in the local community. Show how comparing sources and types of mortgages provides basis for choice. Point out that evaluation of mortgage sources involves determining the terms, payment plans of lenders and checking the preliminary costs involved.

Discuss how mortgages vary in relation to length of term and rate of interest and how housing credit cost varies with these terms. Clarify that the majority of amortized mortgage loans are made from 10 to 20 years but some FHA and VA loans are made for longer terms up to 30 years. Clarify that lower monthly payments over long periods of time make the loan payment look small but the total interest charges over the long period are more. Point out that interest rate varies with lending agencies and types of mortgages, thus shopping for lower rates can be an advantage. Investigate current interest rates of mortgages. Compare FHA, VA and Conventional loans. Show how the cost of a government insured loan involves the interest rate plus the government insurance. Clarify that the credit rating of

the family and the appraisal of the property determine the amount the lender or agency can lend.

Consider what is involved in "preliminary costs or closing costs, such as: appraisal fees, recording fee, legal charges for examining and transferring the title to property and others. Discuss how not understanding this cost may cause inconvenience and financial hardship in making payments. Clarify need for understanding these costs before accepting the loan.

Discuss how having the facts about mortgages can guide the borrower in making a rational decision in the choice of a mortgage loan. Consider sources of information about mortgages other than through shopping. Examine and use current publications on mortgage financing and call attention to them as sources of information for future use including books and bulletins from agencies, such as: Better Business Bureau, Federal Housing Administration, Agricultural Extension Services and magazines. Clarify that bankers often give needed help. Consider the advantage of using a chart or table for calculating the cost of home finance and thus serve as a guide. (Display charts and give source as banks, FHA and other sources.)

TITLES OF OWNERSHIP

Clarify the meaning of terms related to titles of real estate including abstracts, deeds, warranty deeds, recording of deeds and tenancy in common and joint-tenancy. Consider reasons for consulting a lawyer for advice concerning ownership titles. Discuss reasons for specific identification of property lines. Point out tragic losses and inconveniences resulting from not identifying land lines.

Generalizations

Understanding of financing procedures and cost provides a basis for rational decisions in obtaining housing.

The cost of credit for housing is affected by rate of interest and length of the amortization period.

The terms of mortgage vary among various lending agencies as to the maximum amount that can be borrowed, tenure of the mortgage and rate of interest.

HOUSING

YEAR OF HOME ECONOMICS	CONCEPTS INCLUDED	PAGE NUMBER
Basic Home Economics	• Influences of Housing on People	332
	• Processes in Furnishing Homes (Planning Areas of the Home in Relation to Family Needs, Personal Preferences and Concept of Design)	336
	• Processes in Designing Interiors	340
Advanced Home Economics	• Factors Influencing the Form and Use of Housing	357
	• Processes in Selecting Furnishings and Renovating Furniture	359
	• Processes in Choosing Today's Home	375
	• Processes in Selecting Equipment	395
Specialized Home Economics	• Creativity in Home Furnishings	401
	• Kitchen and Laundry Planning	411
	• Processes in Selecting Household Linens and Tableware	419
	• Processes in Financing Housing	427
	• Processes in Maintaining a House	429

HOUSING AREA

Basic Home Economics

CONCEPT: INFLUENCES OF HOUSING ON PEOPLE

OBJECTIVES: To help pupils to:

I. Understand that housing provides the setting for the development of individuals and families.

II. Understand the influences of the specifics of housing on the physical, social, and psychological development of individuals and families.

III. Become aware of the opportunities provided through this unit to learn ways of improving own homes through application of the principles of housing.

CONTENT	and	LEARNING EXPERIENCES

MAKING A HOME—A LASTING PART OF LIFE

Recall the playhouses class members built and played in as children. Recognize that these "play-like" experiences are children's ways of "modeling" adult ways. Consider that making playhouses and playing with dolls is a child's way of making a home. Discuss making a home as a lasting part of a woman's or girl's life, whether living at home as a child or teenager or after leaving the family home. Recognize that the family home and how family members live together in this home is not "play-like" but has lasting meanings and it may become a kind of model.

HOUSING AS A SETTING FOR THE DEVELOPMENT OF INDIVIDUALS AND FAMILIES

Consider the meaning of the phrase, "A Man's Home Is His Castle." Recognize that since the beginning of time man has had a place to leave from; a place to return to; a place of protection, privacy and freedom; and a source of pride which is called *home*. Review the kinds of houses associated with people throughout the ages, for example:

Cave—Primitive Man

Castle—Royalty

Tent—Indians

Log Cabin—Colonists

Colonial House—Southern Planters

Modern Houses and Trailers—Today's Families

Reflect on the space, furniture, equipment, comfort, and safety provided in these different kinds of houses. Discuss the possible effect of the housing environment on the life of the people who lived within these houses. Recognize how houses in communities today reflect the kind of people who live in them and influence the development and behavior of these people. Recognize that the house with its living arrangements expresses to some extent the values held important by the particular family. Identify ways in which houses may reflect what people consider important in their lives, for example: the family that values economy and is most concerned with cost and durability often lives in a conservative and conventional

house; the family that values the well-being of the family above all else shows this in providing in the house space and facilities for personal convenience, comfort, and enjoyment, and privacy of family members; the families that value "good taste" reflect this value in the design of the exterior and interior of the house; the family that values prestige tends to develop their house as a "show place" to impress others.

Discuss the possibility of transfer of values from adults to youth through housing. Recognize that the house itself is a background or setting for the family. Discuss how the kind of house one lives in influences the characteristics and behavior of the children who grow up in the house and the adults who live in the house. Identify, in turn, some of the characteristics and values of people generally identified with certain kinds of houses. Recall incidences of riding through strange towns and attempting to visualize the kind of people and the kind of lives they lived as judged by the houses.

HOW THE PROVISION FOR THE DAY-TO-DAY ACTIVITIES OF THE HOUSEHOLD AFFECTS FAMILY LIFE

Recall expressions of people in passing an old house and commenting, "I'll bet there's been a heap of living in that house." Identify the kind of living or the day-to-day activities of families. Discuss how family life is affected by the kind of facilities provided to carry on these day-to-day activities, for example: the kind of convenience and working condition of the laundry equipment; the kitchen space, arrangement, and equipment; number of bathrooms; facilities for eating, sleeping, and play; etc.

INFLUENCE OF HOUSING SPACE AND ITS ORGANIZATION ON PEOPLE

Recognize that family activities require varying amounts of space. Consider that through research, information has been obtained in relation to the amount of space required for various activities. Consider that measurements of space in regard to parking the car, space for using a sewing machine, space for storing clothes are needed in order to plan enough space without wasted space. Recognize that space in housing is an expensive item and minimum space is called for by the family budget in many cases. Consider the growing space needs of growing families.

Recognize that children are people and have noisy periods, quiet moments, and play periods. Consider that these require space for play, study, hobbies, and toys and storage units that grow with the child.

Discuss the feelings one experiences in a spacious room. Contrast with one's feeling in a crowded and cluttered room. Recognize that a feeling of spaciousness is not always a matter of space but of arrangement and order. Recognize that principles of arrangement will be learned in this housing unit. Recognize that a feeling of spaciousness can be achieved through the use of a window with a scenic view and through the use of mirrors. Consider that having a place for everything and a plan for picking up, straightening up, and putting things in place contribute to a feeling of repose, order, organization, and peace of mind as well as saving time in locating needed items.

INFLUENCE OF BEAUTY IN THE HOME ON THE ACTIVITIES AND RELATIONSHIPS OF THE FAMILY

Consider that every human being has some natural ability to recognize beauty and most people want beauty in their homes. Point out that even the cave man had drawings on the walls of his cave in an effort to express himself through decorating his surroundings. Dis-

cuss how beauty is "felt" as well as "seen." Explain how beauty is an experience because it is a response between a person and his environment. Consider that experiencing beauty may be in relation to what one thinks and feels when one observes something beautiful or it may be an active experience in the creation of beauty or both.

Discuss how the influence of beauty on people has been recognized by industry as evidenced by the store windows and other advertisements to attract and hold interest. Discuss the use of *beauty* as a "new tool" in industry using examples, such as color and design of automobiles, gay colored tractors and farm implements, colored plastics, etc. Analyze how beauty may be used in the home as a tool in family living. Consider the difference in the extent of fatigue when working in a pretty kitchen as compared with a drab one. Relate how in past years the kitchen was thought of as a place of work and beauty in the kitchen was never considered. Recognize how both beauty and function are combined in the kitchen of today.

Recognize that research has shown that beauty in one's surroundings is a stimulant to efficiency, contributes to the mental well-being of people, reduces psychological fatigue, and influences human relations. Discuss how beauty in the house, its furnishings, and grounds is thus an investment.

EFFECT OF CERTAIN CHARACTERISTICS OF ENVIRONMENT ON WELL-BEING OF FAMILIES

Temperature
Humidity
Lighting
Noise
Odors
Fumes
Orderliness

Analyze the influence of other factors in housing on the feelings, behavior, and health of family members, such as temperature, humidity, lighting, noise, odors, and fumes. Recognize that an awareness of such influences has led to the development of air conditioning, insulation, better lighting, sound proofing, hoods for ranges, etc. Identify other conditions related to housing which influence family members; such as: the location of the house in relation to neighborhood, shopping facilities, school; privacy afforded; protection provided; the design of the house; etc.

FACTORS OF HOUSING RELATED TO USE OR DIFFICULTY OF HOUSEKEEPING

Identify factors of location and house design which would make housekeeping difficult, such as muddy or dusty streets, smoky factory, a house designed without eaves, etc. Identify factors that make housekeeping easier, such as air conditioning, central heat, garbage disposal, finishes and styles of furniture, storage facilities, etc.

FACTORS IN HOUSING RELATED TO ACTIVITIES OF FAMILY MEMBERS

Discuss how location, space, and design of the house may affect activities in which family members may engage, such as a swimming pool, space for a vegetable or flower garden, recreational rooms, work rooms, patio and space for hobbies (sewing, woodworking, shop, playing musical instruments, collecting, etc.).

RELATIONSHIP OF STORAGE FACILITIES TO SIMPLICITY OR COMPLICATION OF LIVING

Identify the influences of the number, size, design, and location of storage on the simplification or complication of family living. Discuss why a modern home is not much more efficient than a nomad's tent unless storage facilities are provided. Take account of the in-

creasing desire of people to hold on to treasures of the past and to store them for the future. Point out how storage space "frees" space for other uses and helps develop a feeling of order. Consider the developments of "specialized" storage rather than big pantries, cellars, and the old-time attic.

RELATIONSHIP OF SAFETY IN HOUSING TO SAFETY OF FAMILY MEMBERS

Reflect on the increasing number of home accidents each year. Recognize the responsibility of the family to provide a home that is safe for family members and visitors.

INFLUENCE OF NEIGHBORHOODS ON FAMILIES AND FAMILIES ON NEIGHBORHOODS

Consider that in neighborhoods families build homes, choose friends, and rear children. Recognize that families make up neighborhoods and thus influence the neighborhood and, in turn, the neighborhood influences the family.

HOUSING FOR PEOPLE

Recognize that housing begins with people—either what the people are or what they wish to become. Consider that to begin with an individual or family and to plan or select a house around them is a procedure quite unlike that of putting an individual or family into a house and expecting them to adjust to it. Recognize that if the latter is necessary, both human and housing adjustments are possible when there is knowledge and willingness.

OPPORTUNITIES PROVIDED THROUGH THIS UNIT FOR LEARNING AND APPLYING HOUSING PRINCIPLES

Point out that since the house in its location is a setting for the development of family members and influences their physical, psychological, and social growth, learning the principles of housing and using them in one's own home is a part of the preparation of the homemaker and/or future homemaker for their role. Recognize that through this unit many principles of housing will be learned that may be applied to one's own house now and/or in the future.

Generalizations

Housing provides the setting for the physical and emotional development of individuals and families.

Housing provisions for the day-to-day activities of the household affect the family life.

The amount of space and its organization affect the physical, psychological, and social reactions of people.

The aesthetic character of housing affects the social activities of individuals and relationships between family members.

The aesthetic character of housing affects the mental well-being of the housing occupants.

Beauty attained through use of color, design, texture, orderliness, and scenic views contributes to minimizing psychological fatigue.

Generalizations Cont'd.

The use of color in a home is decorative and has a psychological effect.

Characteristics of environment, such as temperature, humidity, lighting, noise, odors, fumes, and orderliness affect physical and psychological well-being.

Variables in a house, such as air temperature, relative humidity, and air movement affect heat loss from the human body and, therefore, comfort.

Spatial organization, structural design, and location of the dwelling influence the ease or difficulty of housekeeping tasks and the types of activities engaged in by the individual and family.

The number, size, design, and location of storage facilities simplify or complicate family living.

Safety of individuals and families is enhanced by the safe quality of housing.

Housing provides the setting for the social development of individuals and family members and their interactions which comprise individual and family living.

Housing and its surroundings are status defining for individuals and families.

CONCEPT: PROCESSES IN FURNISHING HOMES—PLANNING AREAS OF THE HOME IN RELATION TO FAMILY NEEDS, PERSONAL PREFERENCES, AND CONCEPT OF DESIGN

OBJECTIVES: To help pupils to:

I. Understand that furnishings are the means of adapting a house to one's private use.

II. Understand how needs, personal preferences, and concept of design influence the planning of the various areas of the home.

CONTENT and LEARNING EXPERIENCES

FURNISHINGS—MEANS OF ADAPTING A HOUSE TO ONE'S PRIVATE USE

Recall visits to vacant houses or houses under construction. Discuss the blank and empty feeling associated with only the four walls of a room. Recall trying to decide the use of the different rooms when visiting a house being built and trying to visualize how the rooms will look when the family "moves in." Discuss the difference in houses when families "move in." Identify furnishings as the means where-

by people adapt an empty house to serve their personal needs (comfort, convenience, beauty, and hospitality). Discuss how homes are evidence of what people value in relation to these needs. Discuss the meaning of the phrases, "Welcome is on the doormat," or "The latch-string is out." Consider that these are signs that a welcoming hand is extended to visitors before they step inside a house. Discuss how the approach to a house, such as walk, porch, or door may reveal a feeling of welcome and a promise of hospitality to come, or the opposite. Consider that this kind of atmosphere may carry over into the entrance and throughout the entire house when a home reflects the individuality of the family and their desire to make their friends feel at home or their indifference.

ENTRANCE HALLS

Discuss the entrance hall or entry as "where your home meets the world," whether a family is welcoming old friends or answering a casual doorbell ringer. Consider that this small view may be all some visitors see of one's home. Discuss how the entry may be planned to express one's taste and way of life. Develop a bulletin board on "Entrances—Welcoming Ways to Your Home." Analyze ways of using color, wall paper, mirrors, pictures, furniture, plants, and other accessories to create a feeling of space, welcome, and usefulness. Consider provisions for convenience, such as places for umbrellas, wraps, "primping," mail, etc., that will express thoughtfulness for guests, minimize housekeeping, and express beauty and provide a feeling of welcome.

Observe pictures to take account of the different kinds of floors used for the entry. Recognize the amount of wear on entry floors and the need for using durable and easy-to-keep materials without detracting from the appearance. Discuss how the entry hall may serve to keep traffic dirt from the rest of the house. Discuss ways in which the entry may serve to introduce the rest of the house as a home with a warm heart, snug and cozy, intimate, sympathetic to one's moods, informal or formal.

ROOM PLANS

Discuss how the furnishings in all rooms in the house reflect the family, their views, and what they value. Study room plans to develop an awareness of the moods (atmosphere), functions, and beauty which may be created by using color, background, and furniture in different ways. (In order to develop this awareness, analyze the different rooms in the home —not in detail but in general in order to show that rooms need not conform to a pattern but may express a family's individuality.) Point out that since families differ and furnishings differ, there are no "set" ways of putting a room together. Recognize, however, that there are guides or principles to ways of creating the effects and uses the family wishes to achieve for each room.

FAMILY LIVING AREAS

Consider that all rooms in a house are for "family living" but since the family spends more time in some rooms than in others, these are usually considered "family living" rooms. Identify names used to designate these areas, such as living room, den, family room, porches, patios, etc. Consider that some families have more than one family living area and that some families use a kitchen or bedroom as a family center.

Examine pictures and/or tour homes in order to become aware of the use, styles, and moods of different family rooms created for individual families. Observe arrangements, centers, or areas provided for various activities, such as viewing T.V., reading, conversation, study, hobbies, eating, entertaining, lounging, etc. Observe ways in which comfort is provided and

ease of housekeeping is made possible. Observe the use of color and lighting in creating certain moods, such as warm and friendly, restful and relaxing, cool and gay, formal or casual.

Observe the provisions made for multi-purpose use of family rooms, such as living and eating, nursery and living, office or study and living, kitchen and living, music room and living, etc. Observe the kinds and type of furniture used and analyze their contribution to the use and mood of the room. Observe decorative features of the room and analyze their contribution to the use and mood of the room. Observe provisions for storage in family rooms. Recognize how lack of storage interferes with full use of space for family activities.

Conclude that family living areas can provide for family living in such ways as to create the sort of place that family members want to come home to at night, enjoy in the day time, and yearn for when the rain is splashing the windows.

BEDROOMS

Look at house plans to see number and size of bedrooms included and notice the location of other rooms in relation to them, such as bathrooms, kitchen, family room, and storage space. Consider the varying needs of families for space for sleeping, dressing, and privacy.

Analyze pictures of different kinds of bedrooms planned to serve particular needs of family members. Notice that although beds are common to all bedrooms, they vary in size (twin, double, king-sized, and queen-sized, and baby beds) and vary in type (bunks, sofa beds, poster, variety of kinds of headboards, etc.). Discuss the need for comfort in beds to insure "sweet, refreshing sleep." Consider how the demand for comfort has led to the availability of different widths and lengths in beds as well as a variety of types of mattresses, springs, and pillows. Observe in pictures or in stores the different kinds of bed cover used, such as coverlets, dust ruffles, tailored, fitted, etc.

Observe other furniture used in bedrooms and determine its use. Observe the variety in bedside tables, dressers, chest of drawers, bedroom chairs, etc.

Prepare bulletin boards with captions, such as "Rooms for the Pigtail Set," "Guests Deserve the Best," "This Is A Girl's Room," "Give Him A Room To Grow In." Consider that bedrooms are personal rooms. Recognize the need of growing children for bedrooms that grow with them and that can be changed to suit their shifting interests. Discuss how their bedrooms often reveal the differences in the interests and needs of the "pigtail" set and the "teenage" set. Recognize that boys appreciate bedrooms with sturdy furniture that can take a lot of use without pampering.

Consider the need for storage space in bedrooms for growing children and teen-agers to encourage "shipshape" housekeeping. Observe different kinds of storage for various age groups. Discuss how colors and other means of decorating make a girl's room feminine and a boy's room masculine. Consider that the degree to which a room is made "frilly" or "tailored" is frankly a matter of personal preference. Recognize that when children help choose colors and furnishings for their own room, the room becomes more personal.

Recognize that the colors and atmosphere of rooms shared by man and wife (master bedroom) are not usually strictly feminine or masculine but represent the personalities of both persons occupying the room. Observe the double dressers and the double chest of drawers available in stores for use of two people who share the same room. Discuss ways in which

storage closets may be planned and arranged to serve two people occupying one bedroom.

Consider that needs of individuals may call for special furnishings, such as a bench or luggage rack for the traveling man's suitcase; a wheel chair for the invalid; a baby bed when a bedroom serves as a nursery; a table or desk for homework for the teen-ager, etc. Take account of the lighting provided in bedrooms for reading in bed, applying make-up, and for work or study. Consider how the accessories may contribute both to the decor and function of the room, such as lamps, dresser appointments, waste baskets, etc.

GUEST ROOMS

Consider how guests' rooms help to extend the welcome. Discuss how "putting oneself in the place of the guests" when planning a guest room will aid in making the room comfortable and inviting. Recognize that in small or crowded homes it is not always possible to have a separate room for occasional overnight guests. Discuss ways of providing facilities for guests in rooms that may double as a second living room for displaced parents of teen-age children or may double as a combination guest room and office or work room.

BATHROOMS

Consider the increase in the number of baths demanded by people today who are looking for houses to rent or buy. Recognize that this demand represents a need brought on by more women working outside the home and more outside activities scheduled for children which results in many cases in almost the same schedule for all family members for leaving home and returning home. Look at pictures of bathrooms to see how the "personal world of the bath" has new convenience and color. Consider that along with color, space, easy cleaning, and durability of floors, walls, and fixtures are considerations in planning or remodeling bathrooms. Consider the need for doors large enough to allow a wheel chair to enter in the event of accidents or illnesses. Look at pictures of storage, dressing table units built around the lavatory, and other features and accessories which may be used to make the bathroom a place of convenience and comfort and to add beauty.

AREAS FOR PREPARATION AND SERVING OF MEALS

Recognize that meal time is both regular and special in family life. Discuss the changes that have taken place in kitchen equipment in the last fifty years. Recognize that improvements will continue as the result of scientific and technological developments. Recognize that despite the many changes, the "good old American custom of eating in the kitchen" continues in many homes. Observe pictures of kitchens that show provisions for eating along with provisions for food preparation. Discuss the need for providing eating facilities in both the kitchen and dining room in many homes. Recognize the popularity of cooking out and the facilities which make out-door dining possible, such as patios, large lawns, porches, carports, etc.

VALUES OF FURNISHING HOMES IN RELATION TO FAMILY NEEDS, PREFERENCES, AND CONCEPT OF DESIGN

Recognize that homes are for people and that there are many ways of providing for needs of families but no "best way." Recognize that new furnishings on the market and new trends in home furnishings are designed to create change for the purpose of improvement and also to "out-date" possessions on hand just as is true in automobiles, clothes, etc. Discuss the results of becoming dissatisfied with what one has because some other scheme is more popular. Recognize that although it's fun to change and that change may be for the better, a room style, color, or furnishing is "in" as long as the individual or family like it. Be alert

to new and exciting ways to furnish homes but take account of the satisfactions gained by families from a home furnished in keeping with their needs, preferences, and concept of design rather than trading it for something "the Joneses have" or copying a model from a magazine.

Recognize that ideas can be obtained from magazines, displays, open houses, and friends that will help one make choices in relation to own home. Begin an "idea file" in relation to furnishing homes to be used by class members and others planning home furnishings. Collect all kinds of ideas without regard to cost since many ideas, although expensive, can often be adapted to own price range with a little ingenuity. Consider that ideas are a means of seeing possibilities for furnishing that will reflect one's own family's needs, special interests, and preferences. Recognize that furnishing a room may start with *an idea* and grow into "your idea."

Recognize that there is no "ideal" or "dream" home but through planning or thinking through one's own needs and preferences, decisions may be made in keeping with own resources and way of living. Consider that in order to achieve the mood and effects desired in home furnishings, principles of selection and arrangement will serve as guides. Recognize that these will be learned in this unit and may be applied to own home now and future home.

Generalizations

Furnishings are means by which man adapts a house to his private use.

Selection and arrangement of interior furnishings are based on needs, personal preferences, and one's concept of design.

CONCEPT: PROCESSES IN DESIGNING INTERIORS

OBJECTIVES: To help pupils to:

I. Recognize that the creation of interior design may be personalized when consideration is given to personal values, personal interests, and one's concept of design.

II. Understand ways in which interior design may reflect individual character of the people.

III. Recognize the purposes of interior design in relation to function and beauty.

IV. Understand and be able to apply the elements of design and the principles of art to interior design.

V. Develop interest in creative experiences in relation to interior design.

VI. Recognize relationship of technological advances to change in interior design.

CONTENT	and	LEARNING EXPERIENCES

VII. Develop some ability to use decorative furnishings and accessories to create interest in keeping with the art principles.

VIII. Understand the influence of the quality and quantity of lighting on the function and decorative aspects of rooms.

CONTENT	and	LEARNING EXPERIENCES

CREATING "PERSONALIZED" INTERIORS

Discuss that a "real home" involves creating an atmosphere for those who love and respect each other, building surroundings that will help the family grow together, and giving individuals an opportunity to express themselves. Discuss ways in which the interior of homes may convey the message of "our home," such as:

- Choose furnishings and arrange them to suit the family's needs, preferences, whims, and fancies.
- Beware of fads or what the neighbors have which may not be in keeping with needs of own family and may prove to be disappointing and expensive.
- Express the family's taste, beliefs about furnishings and their use, and concept of design in the function and decoration of the interior of the home.

CREATING INTERIORS IN RELATION TO FUNCTION AND BEAUTY

Identify "family keeping" as a function of homes. Recognize that the kind of furnishings selected, how they are arranged, and how they are used by the family constitute the overall design of each room and of the total interior design of the home. Recognize that the design of a room consists of everything visible, which includes how the room appears when the family is using it and not as a magazine picture. Discuss examples of ways in which the design of a room may be changed when one moves a chair to get a better light or view of TV, moves a coffee table to keep from walking into it, or places a portable typewriter on a card table in the family room. Recognize that use of a room and beauty of a room may go "hand in hand" when the family recognizes and plans for both rather than planning for beauty alone and then becoming upset when the design is disturbed by family use.

Consider that interiors designed for "family keeping" will be as beautiful and comfortable as the family wants them to be and will suit the family's way of life. Recognize that in a world of night spots, bowling alleys, and name bands, the challenge grows for developing a home that will contribute to "family keeping." Consider that the interior design of a home may contribute to warmth, color, and charm in comparison to the bright lights or dim ones outside the home.

CREATING INTERIOR DESIGNS IN RELATION TO THE ELEMENTS OF DESIGN AND THE PRINCIPLES OF ART

Recognize that the interior design of one's home is of "one's own making" whether one does the planning and selecting or employs a decorator. Consider that an employed decorator will tailor-make interiors for the family with assistance from the family. Recognize that creative decorating for the family is not a matter of money but is largely a matter of knowing the elements and principles of design and using them in keeping with the individual preferences and way of life of the family. Consider that creativity and experimentation are not to be confused with "hit or miss" or "trial or error" in decorating. Take account of the cost in time, money, and effort when the interior design proves to be a disappointment.

BASIC CONTENT	and	LEARNING EXPERIENCES

Recognize that the elements of design (line, shape (form), space, texture, and color) are "tools" of design and the use of these tools may be guided by the principles of art (emphasis, balance, proportion, and rhythm). (Refer to Art Unit.) Recognize that a room is made up of many things (furniture, pictures, lamps, walls, floors, floor coverings, decorative objects, etc.), each of which contributes lines, shapes, textures, and colors. Consider that the principles of art may be used to unify the parts into a whole, a piece, or "a design" to achieve the desired purpose. Recognize that "a design is a purpose carried out by a plan which includes the organization of the parts into the whole to achieve the purpose." (Refer to Art Unit.)

Identify "the parts" of interior design as the lines, shapes (forms), space, textures, and colors formed by the furniture, furnishings, and background of the room. Identify the principles of art as guides to the organization of these parts into the whole to achieve the purposes of the room (mood, function, beauty, individuality, etc.). Study each art principle and apply it to interior designs.

EMPHASIS (GIVES SIGNIFICANCE TO THOSE PARTS OF A DESIGN WHICH ARE CONSIDERED IMPORTANT)

Study the principle of *emphasis* in relation to interior design. Recognize how this principle serves as a guide in deciding which things are major attractions and which are subordinated. Compare the focal point or center of interest in a room to a leader of a group—all else centers around it.

Discuss how focus may be accomplished by size, position, color, shape (form), texture, lighting, etc. Recognize that the focal point may be a piece of or grouping of furniture, decorative objects, or architectural features of the room (windows, fireplace, corner, wall, etc.) Study examples ,such as: a lighted cornice; a picture window with chairs and/or sofa grouped so that people may enjoy the view; sofa with lamp tables on each side with chairs on each side of the lamp tables turned slightly toward the sofa; fireplace with chair and/or sofa grouped in relation to it; a mirror or pictures above fireplace and with objects arranged on mantle; a wall of built-in storage units; a table centered in the dining room; a bed with a spread that attracts attention; etc.

Recognize that in order to make some objects or centers stand out, others are subordinated to it. Show how the use of many centers of interest compete and thus create a feeling of confusion. Consider how a focal point in a room contributes to a unified design. Recognize that just as a play needs a climax, a room needs a vista point—a focal point.

BALANCE (EQUILIBRIUM IN DESIGN ORGANIZATION)

Symmetrical (formal)
Asymmetrical (informal)
Radial

Recognize that the principle of *balance* applies not only to bank accounts and diets but also to interior design. Consider that in interior design balance exists in three dimensions—length, breadth, and width. Discuss how achieving a feeling of balance in interior design is related to visual weights. Recognize that size, heavy textures, weight association, and color are psychological factors in visual weights. Show how a small amount of bright color may balance a large area of dull color; a colorful patterned drapery may balance a wall of bookshelves; etc.

Identify the kinds of balance as *symmetrical* (formal), *asymmetrical* (informal), and *radial*. Recognize that symmetrical balance is achieved when one side of a room or arrange-

ment or object is the exact reverse (mirror image) of the other half, therefore producing equilibrium or balance. Show examples of formal balance in furniture arrangement, room arrangement (considering three dimensions), arrangement of decorative objects, flower arrangements, etc. Describe the feeling achieved by *symmetrical* (formal) balance such as, a sense of order, dignity, formality, etc.

Recognize that *asymmetrical* (informal) balance is achieved when visual weights are equal but not identical. Consider that as with the seesaw, the heavy weights when placed near the center balance the lighter weights when placed farther from the center. Consider that several objects may be used equally distant from the center to balance a larger object of equal visual weight. Show examples of informal balance in furniture arrangement, room arrangement (three dimensions), arrangements of decorative objects, and flower arrangements. Describe the feelings associated with informal balance, such as informality, flexibility, variety, etc.

Recognize that *radial* balance is achieved when objects or designs are repeated around a center. Show how this principle may be applied to flower arrangements, arrangements on round tables, and designs on decorative objects, such as plates, lamps, etc.

Discuss how the choice of the kind of balance in a room is related to the effect desired; the available furniture; function of the arrangement; the location of structural features, such as windows, doors, fireplace; etc. Discuss how the kind of balance chosen in arrangements of decorative articles is related to the articles to be used, effect desired and the purpose of the articles. Experiment with different kinds of articles to achieve balance. Use scaled blocks of black paper (to represent furniture) and try different arrangements on a room outline. Evaluate the kinds of balance achieved and the effects. Observe the traffic routes produced as well as the effects of balance.

PROPORTION
(Establishes relations between divisions of space)

Discuss the meaning of the statement "She has a good figure." Recognize that comparative size, shape and spacing are considered together in relation to each other in judging the *proportions* of the human figure. Consider how in like manner the elements of size, shape and spacing are viewed together in judging the *proportions* of furniture, rugs, rooms, lamps, decorative objects, etc. Recognize that when this relationship is that which holds the observer's interest it is recognized as "good proportion." Consider that every time two or more things, or shapes are put together, *proportion* is established, whether it holds the interest of the observer or not.

Recall the discovery of the "golden section," "golden obling" by the Greeks (refer to Art Unit) as a means of achieving proportion that would hold the viewer's interest. Evaluate proportion of chairs, windows, lamps, sofas, vases, rugs, etc. using the Greek ratio dimensions 1:2:3:5:8:13:21. Recognize that in using these dimensions each ratio is the sum of the two preceding ones; for example, 1 to 2; 2 to 3; 3 to 5; 5 to 8, etc. Recognize that in Noah's Ark the animals went in twos but in design, objects and spaces are likely to go in threes and fives since uneven or unequal proportion tend to hold interest.

Recognize that holding the viewer's interest through space relationships may not be significant in all aspects of interior design. Identify when use, economy, individuality and materials make it necessary to have a square room rather than oblong; an ottoman that is round or

square may be preferred to another shape; a round table may serve one's needs better than another shape, etc.

Recognize how interest may be achieved through use of a variety of sizes in a design. Look at chests of drawers designed with each drawer the same size. Compare with those in which the drawers are graduated in size with the smallest at the top and the largest at the bottom. Compare the use of each design in relation to function. Analyze the proportion of cornice to draperies in window decoration. Study proportion in relation to grouping pictures, margins in mounting objects on a background, etc.

Discuss *scale* as a means of achieving interest through proportion. Identify *scale* as the relationship between parts or between the parts and the whole (refer to Art Unit). Develop a feeling for scale by using examples, such as massive furniture supported by weak slender legs, a few small pillows used on a very large sofa, a large lamp base with a small shade, etc. Recognize that scale is a matter of design as well as size. Compare objects of the same size but with different designs (one having a boxy appearance and the other having interesting lines). Observe sofas and evaluate the scale of the arms, height of back, width in relation to length, size of legs, etc.

Select pictures of tables and lamps in scale with the different sofas. Contrast with those "out-of-scale." Recognize the "out-of-scale" feeling associated with massive furniture in a small room or small low furniture in a large room with tall ceilings. Recognize how tall pictures, tall lamps and window treatment may be used to improve the scale of low furniture in relation to high or medium high ceilings. Discuss the scale of wall decorations in relation to the overall size of the wall as well as in relation to the furniture used with the decoration.

Consider the "out-of-scale" feelings associated with the use of a small picture or mirror above a large piece of furniture or grouping of furniture. Experiment with groupings of pictures to achieve scale in relation to wall space and furniture.

Recognize how illusions may be created through scale when small objects are used with very large objects causing each to appear smaller and larger in comparison. Use examples of pillows, wall decorations and other decorative objects in relation to furniture; ottomans in relation to chairs; chairs in relation to sofas; lamps in relation to tables; coffee tables in relation to sofas, etc.

RHYTHM
(Organized movement or continuity in design)

Observe the quiet "feeling of repose and contentment" found in some rooms and the "lively excitement" created by the design in other rooms. Analyze the reasons for the difference. Recognize that one way of creating difference in mood is through the use of lines, shapes and color to move the eye in planned directions. Look at rooms in which there are many focal points (pattern in fabrics, bright colors, odd shapes, contrasts in texture, etc.). Recognize the feeling of restlessness, "busy-ness" or activity created. Identify the several directions in which the eye seems to be carried all at once. Observe rooms in which the eye is moved quietly to a center of interest or focal point and then consistently from grouping to grouping in the room to achieve a mood of restfulness.

Identify the feeling of movement in a room design as *rhythm* which is the planned direction in which the eye is moved. Recognize that rhythm in music is achieved by time and tones and rhythm in interior design is achieved by lines, shapes and color. Discuss how the eye

naturally follows continuous line; is attracted by the repetition of shapes; is carried by radiation; moves with progression of sizes; and is directed by color.

Recognize that in a plain wall or space in a room, there is no eye movement and the eye rests. Recognize that when a number of piano keys are struck at once they only make noise (as a child banging on the keys) unless they are struck with a planned combination of notes to achieve rhythm, which is recognized as harmony. Recognize that rhythm and harmony in music are achieved through repetition, rest stops, variety in note combinations and time that creates a beat. Recognize that rhythm is achieved in room design through visual movement which has rest stops, variety in space combination; line and color movements and repetition to create a feeling of harmony.

Study how rhythm is achieved in interior design by the use of oppositional lines, transitional lines and radiation to produce the desired effect. Study how rhythm or continuity is achieved through repetition of lines, shapes and color in furniture groupings and in total room design (refer to Art Unit).

COLOR IN INTERIOR DESIGN

Recognize that *color* is a "tool" as useful as a hammer and saw in reshaping, redesigning and restyling a room to achieve the interior design desired. Discuss how color is the least expensive of all decorating elements since color can be obtained in almost any price range. Recognize that it may be impossible to turn a dark room around to get sunlight but color can dispel the gloom. Consider that changing the walls of a room is costly but color can change the apparent dimension to make a small room seem larger or a large room appear smaller. Consider that color can help create whatever mood one desires in a room.

USE OF COLOR TO RESHAPE OR RESIZE A ROOM

Recognize that color is a "magic" tool in creating an illusion of space in a room. Use the principles of color (refer to Art Unit) in experimenting with color to change the apparent shape or size of a room using problems, such as:

- Bring in the end walls of a long narrow room through the use of advancing colors in paint, wallpaper, draperies, etc.
- Unify a room with high ceilings, bay windows, fireplace, many doors, etc. Use a color or pattern on the ceiling and a flowing single color in walls, woodwork, floor covering. Extend this color into adjoining rooms and areas.
- Lift low ceilings with white and highlight other background and furnishings with color.
- Use darker values of advancing (warm colors) to make a large room seem smaller. (Experiment with hue, value and intensity to achieve desired effect.)
- Use lighter values of receding (cool colors) to make a small room appear larger. (Experiment with hue, value and intensity to achieve desired effect.)

Analyze pictures of rooms or room evaluations to see how lighter values create a feeling of more space and darker values create an illusion of less space. Relate these principles to the use of draperies, pictures, rugs and all background decorations in reshaping or resizing a room.

CONTENT	and	LEARNING EXPERIENCES

USE OF COLOR TO CREATE THE MOOD OF A ROOM

Recall the "messages of color" which produce feelings, psychological reactions or moods (refer to Art Unit). Discuss the contribution of color in establishing the mood of a room (formal, informal, gay, feminine, luxurious, masculine, summer, winter, stimulating, relaxed, "soft-spoken" interiors, etc.). Develop color harmonies in relation to specific moods desired, such as to make a hall inviting, a room smart, or a kitchen bright and cheerful, etc.

CREATING COLOR HARMONIES FOR INTERIORS

Recognize the role of "favorite" colors in choosing color harmonies in interiors. Consider how almost any desired effect can be achieved with one's "favorite" color when knowledge of hue, value, intensity, color balance, proportion and rhythm are used to achieve the effect. Recognize that if one has favorite colors that seem to "fit" the family or express one's personality, this color may be chosen as the focal point of the color scheme and other colors may be built around it. Consider other ways of establishing color plans, such as: starting with a patterned drapery fabric, upholstery fabric or wall paper and use those colors as the color scheme for the room; begin with a picture, wall decoration or floor covering as the basis and build the color plan around it; or select the colors to complement something one wishes to highlight, such as an heirloom quilt used as a bedspread, etc.

Consider how room color schemes usually involve more than one color since in one room one color can look lonesome and become monotonous. Consider that two or three colors can be "good company" but four or more may be a crowd unless chosen with care and used with discrimination. Recognize how choice of "color cousins" helps achieve harmony and choice of color contrasts may achieve accent (compare with use of salt or spices in food).

Recognize how choice of texture may help to harmonize and/or contrast color in building a color plan. Recognize that fitting colors to interiors is a process that involves thought, feeling and planning. Recognize that thoughts about function may have priority. Consider how amount of light needed or care required may take precedence over some other factors. Consider how planning color schemes on paper before applying the paint brush, hanging the wall paper, laying the carpet, or buying yards of fabric may save money and avoid disappointment.

Consider how the design of the room may be "visualized in color" through developing color samples in proportion to the area in which the color is to be used including background, furniture, furnishings and decorative objects. Consider how the sample color schemes may be worked out using the paint, actual textiles, wall paper swatches, etc. Consider other ways of visualizing color schemes, such as hanging a large strip of wall paper or a strip of wall color in the room in which it is to be used and live with it a few days. Consider how the same procedure may be helpful in choosing floor coverings, drapery fabrics, fabric for slip covers, etc.

ACHIEVING VARIETY IN UNITY IN INTERIOR DESIGN

Recognize how "team effort" is achieved on the football field or in the band when variety is used with a leader to achieve a common goal. Consider that when the various elements of design are teamed in interior design *variety in unity* is achieved with a "leader." Recognize that the elements of design (line, space, shape, texture and color) are very different within themselves but when teamed together in interior design may result in physical and psychological unity when used in keep-

ing with the art principles which are emphasis (leader), balance, proportion, rhythm. Study pictures of interiors to observe ways in which unity is achieved using examples, such as: harmonizing the shape of furniture (form) to other furniture and to the shape of the room; repeating right angles with right angles, and circular forms repeating circular form; repetition of color; eye movement that centers around a focal point, etc.

Recognize that "variety is the spice of life" and the basic desire of people for change and new experiences influences them to accept new styles and new methods. Consider that working experimentally with materials involving line, space, texture and color will help one get a feeling for unity or oneness which has variety. Recognize that background treatment, arrangement of furniture, furnishings and decorative accessories are the objects through which variety in unity may be accomplished in interior design.

ROLE OF ACCESSORIES AS A DECORATIVE FUNCTION

Discuss the statement "Little things mean a lot." Apply this meaning to the smaller objects used in room design usually called "accessories." Analyze what accessories mean to a room through imagining a particular room without the pictures, lamps, pillows, magazines, etc. Erase (mentally or with paper) the accessories from the room design. Observe what is left, such as "well-designed" furniture, a "good" rug, "handsome draperies", etc. Identify what seems to be missing, such as individuality; spirit; liveliness; "a lived-in appearance," "a tied together" look; useful objects, such as lamps, ashtrays; etc. Identify the functional place or role of accessories as decorative and useful. Discuss how accessories contribute both decoration and usefulness to a room through: reflecting the personality of the individual; setting and maintaining the mood and spirit of the room; making a room more comfortable; and adding the finishing touches to complete the room design.

ARRANGEMENT OF ACCESSORIES

Recognize the creative experiences one may have in deciding where to place or how to arrange accessories. Identify "role" of accessories as the "key" to arrangement since the purpose it is to serve will influence where it is put. Recognize that when the "where" is established, the "how" of the arrangement will be decided in relation to the furnishings and other accessories. Consider that since accessories are many and varied the objective to achieve *unity with variety* requires some guides. Study to determine guides for arranging accessories in keeping with their role, such as:

- Locate decorative accessories for enrichment of both the accessory and the room. (Two logical locations for enrichment are where persons normally look and where one wants them to look. Persons tend to look straight ahead, through doors and windows, at something large, different or well-lighted. For example, use enrichment opposite entrance doors; somewhere in the first view of the room; opposite where one sits for reading; in the space above a desk; on the wall opposite a bed, etc.)
- Use accessories to provide the color needed to translate the color scheme into the reality of the room through either blending with the furniture or providing accents. (Placing an accessory where it will contrast the colors around it is one way to emphasize it. Arranging an accessory where little contrast is present places it in an inconspicuous position.)
- Relate accessories to the furnishing or furniture groupings (Placing different acces-

sories in relation to a piece or grouping of furniture can be a means of achieving *variety in unity* through considering scale, balance and rhythm to achieve the emphasis desired to give unity to the arrangement. For example, to achieve unity in an arrangement of a chair, table, lamp, picture, and a bowl of flowers, variety of the objects may be utilized to achieve a unified design through establishing a focal point and subordinating the other objects to it. In order to center attention on the picture, the table may be placed under it in a position that will provide location of the lamp to light the picture as well as the chair; the chair may be angled toward the picture; the flowers arranged to fill in the space between the table and the picture; the lamp located to provide a transitional line from the chair to the picture as well as to serve the purpose of providing light.)

- Arrange a few large or unusual objects in scale with the room and furnishings and supplement them with others of varied sizes. (Groups of accessories tend to be more interesting when one accessory stands out either alone or is reinforced with smaller objects. Smaller objects may be arranged to balance the larger ones to achieve rhythm in eye movement and to accomplish a "unified whole" effect which may be more pleasing than its various parts.)

- Relate background to the accessories. (The role of accessories may be increased or decreased by the setting. Attention may be directed to an object through using a contrasting background or space in the background but not enough to make the object appear lost. Designed objects that compete with design in the background tend to lose the detail which makes them distinctive.)

- Group accessories to vary the shapes and heights. (The various levels from ceiling to floor have visual value including room structure, furniture and accessories. When accessories are selected and arranged to compose the room design the use of a variety of eye levels to produce rhythm will tend to add interest. This guide is applicable both to groupings of accessories on tables, mantles, shelves, etc. as well as arranging accessories as a part of a furniture grouping or in arranging accessories to complete or enrich the design of the total room.)

Apply these guides in arranging accessories to pictures of room designs in order to analyze and evaluate the placement of accessories. Experiment with various arrangements of accessories in the home economics department and at home to achieve decoration and/or usefulness, using the arrangement guides.

HANGING PICTURES

Recognize that the guides for arrangement of accessories apply to the arrangement of pictures but additional guides may enable a person to locate pictures to relate them to their setting. Discuss the role of pictures in relating furniture to walls as well as their role in providing color and design to the overall room decoration. Study how pictures are placed over some furniture, such as sofas, desks, groups of chairs, bookcases, tables, etc. Discuss how pictures may be centered in a wall space or over a piece of furniture to achieve symmetry (formal balance) or may be placed off-center to create movement and achieve informal balance. Recognize that since pictures are made to "look at," placing them at about eye level permits an easy view. Recognize that placement of pictures in relation to the furniture may take precedence over eye level in hanging some pictures. Discuss and illustrate guides for hanging pictures, such as:

- Hang pictures flat against the walls with no wires or hooks showing.
- Locate the picture where it will be enhanced and will in turn enrich the wall space and complete the furniture grouping to achieve the desired design (illumination is a consideration).
- Select paintings of size and strength in color and design to relate to the space and the furniture.
- Group small pictures to avoid spottiness and to achieve the horizontal or vertical design of the dimensions desired.
- Arrange pictures in stair step fashion only when the eye movement directs it, such as on the wall of stairs.
- Arrange pictures to help balance the furnishings (for example, large pictures over a horizontal sofa may balance a break-front on the opposite wall).
- Use pictures to affect illusions of space or to achieve eye movement. (For example the hanging of long vertical pictures may give an illusion of increased height or a long grouping of horizontal pictures may give the illusion of increased width through eye direction.)
- Arrange pictures in proportion to the wall space.

Examine the different types of pictures, hooks and wires on the market. Discuss the merits of each. Show how picture wires are attached near the top of the back of the picture so it will hang flat. Consider how parallel picture cords may be used to hang a picture from the ceiling when hanging on wall hooks is not possible. Show how the design formed by parallel cords is more in keeping with the structure of the picture than V-shaped cords. Demonstrate how to mark the location for hanging a picture. (Place the picture where it is to be hung. Mark a line lightly on the wall along the lower edge of the picture. Find the center of this line and mark it. Turn the picture over and push a yardstick firmly up against the wire. Note the distance from the lower edge of the frame to the top of the yardstick. Mark the distance on the wall above the center line, and hammer in the hook.)

CHANGE OF ACCESSORIES Discuss how change of accessories may provide variety; make homes festive for holidays and special occasions; and create a seasonal mood or spirit. Consider how the basic need of human beings for new experiences may be satisfied to some extent through change of accessories. Discuss how change of accessories may create a different atmosphere with less expense and effort than major decorating changes. Recognize that accessories that please at one stage of life may not satisfy at another stage. Compare the accessories a teen-ager enjoys with those a six year old would like. Consider how accessories may be outgrown or outmoded. Recognize that accessories that were formerly outmoded and discarded by many are now expensive antiques. Discuss how an evaluation of the intrinsic value of an accessory and its possible usefulness later may be helpful in making rational decisions in relation to discarding possessions.

STORAGE OF ACCESSORIES Discuss how a place to store accessories may enable a person to change accessories and keep them for reintroduction to create a fresh change later. Consider the kinds and places ap-

propriate for accessory storage in order to make them accessible, but to keep them out of the way of other stored items used more often. Recognize how storage of flower arrangement containers and equipment located near the arrangement center will help save time and energy.

FLOWER ARRANGEMENT

Recognize that flower arrangements are accessories that may be used singly or in a grouping with figurines, lamps or other accessories to achieve color and design in relation with the desired mood in a room. Discuss why flowers are known as "the little things that mean so much." Reflect on one's feelings when greeted in the morning by blue morning glories arranged in a white milk glass bowl on the kitchen table. Discuss how the accessorizing of the breakfast table is a means of providing one of "life's extras" for family members and friends. Discuss how flower arrangement may be a means of helping to create the desired mood, tone or spirit in a home and at the same time contribute to the joy of living. Recognize that although flower arrangements are "temporary visitors" in the home, they may add cheer which is missed when they are gone.

Consider how the arrangement of flowers may be a creative experience. Recognize that the creation of a flower design involves the use of elements of design in keeping with the principles of art in the same way as other designs.

Recognize that flower arrangement is often a matter of using the flowers and containers on hand to create the best possible effect from the available resources. Consider that when flowers are purchased or in abundance in the garden in season greater variety is possible. Discuss the role that flowers, fillers (leaves, fern), containers and holders (frogs) play in achieving the desired effect in the arrangement. Recognize that certain kinds of flowers tend to create certain effect when the containers and holders are selected in keeping with the native characteristics of the flowers, such as: simplicity of the daisies, petunias and violets; the dignity of calla lilies, iris and gladoli; and the elegance of roses. Discuss how a silver or crystal bowl may enhance the elegance of roses, whereas a rough-textured pottery container might detract from their elegance. Consider how the dignity of iris is maintained when held securely by a sturdy holder in contrast to the effect produced when the iris are allowed to fall loosely.

Recognize that the way flowers grow in their native habitat is a guide to their arrangement, such as: spreading out; low and bunchy; horizontal; vertical; downward; in clusters; in mass; specimen blooms; etc. Discuss how the native characteristics of flowers influence their possibility of arranging into formal or informal design.

Recognize the role of flower holders (frogs) in flower arrangement. Demonstrate the use of various types, such as: needle type, chicken wire, dazey, Y-shaped, branches, etc. Show the use of florist's clay to secure the holder to the bottom of the bowl before the water is added. Demonstrate how raffia may be used to hold stems together to prevent splitting and the use of florist's wire in holding curves or maintaining straightness in the stems.

Identify and demonstrate some guides in arranging flowers, such as:

- Begin with an idea or develop one (as you arrange the flowers).
- Play up the flower's native character and habit of growth. (Avoid treating flowers as a disorganized blur of form and color.)

- Use a container that will enhance the flowers, will not tip over and will hold enough water to keep the flowers fresh.
- Build the arrangement in relation to the space it will occupy.
- Achieve unity with variety using the principles of art and the elements of design.
- Accentuate the arrangement with an appropriate background and lighting.
- Experiment with individualized designs.

ACCESSORIZING WITH GROWING PLANTS

Discuss the trend today toward the increased use of growing plants within the home. Recognize the feeling of aliveness which a live plant brings to a room. Discuss the use of big plants (2 to 4 feet high) as dramatic accents; a means of dividing furniture groupings; fill in unoccupied space; etc. Discuss how smaller growing plants may be used as: table arrangements; focal points on a mantel; a contributing accessory to arrangements on bookshelves, coffee tables, desks, etc.

ACCESSORIZING WITH PERMANENT ARRANGEMENTS

Discuss how increased use of permanent arrangements has been influenced by the desire of busy homemakers to have the effect of color and design created by fresh flowers reproduced for the home in a form that does not require constant care. Recognize that the same guides used to create arrangements of real flowers or fruit are applicable to the arrangement of artificial or permanent ones. Consider how the change of permanent flowers from time to time to displace flowers in season will help prevent a stale out-of-season effect.

ROLE OF THE BACKGROUND IN INTERIOR DESIGN

Recognize how the *background* (walls, ceiling, woodwork, doors, windows, floors) helps in setting the mood, tone or spirit of a room. Discuss how the background may serve as a "backdrop" against which the drama of furnishings and accessories act out their role. Consider how the background may play up some structural points and subdue others; attract attention to itself; or direct attention to the furnishings.

Study how different background may create varied effects, such as: subdued backgrounds may suggest relaxation and quiet; dramatic treatment sets the stage for sophistication, modern or novelty; brighter and lighter backgrounds suggest gayety, space and openness. Discuss how the background may contribute to the decorating scheme of a room through the introduction of color, texture and/or pattern.

WALLS IN RELATION TO INTERIOR DESIGN

Recognize that walls, windows and doors comprise the largest visual area of interior design. Discuss how they may become the most noticeable feature because of the amount. Recognize how they control the room shape, size and character to become the enclosure against or with which one lives. Consider how walls are viewed and used in relation to: windows, doors and fireplaces that are parts of them; floors and ceilings that complete the enclosure; furniture; accessories; and family. Recognize that all of these elements are integral parts of the whole and when considered together may result in unity with variety.

GUIDES IN ACHIEVING WALL CHARACTER

Study factors which combine to give walls the character wanted in achieving the mood, tone or spirit of the room. Recognize that some factors are related to function and others to beauty, economy or individuality. Consider how the selection of wall design may encompass any one, several or all of these factors. Identify these factors in relation to guides in selecting walls of the character desired in the interior design, such as:

- *Degree of formality or informality* desired—when a formal interior is desired, walls may contribute to the formality when the surfaces are smooth and without pattern or when pattern, columns, molding, paneling, etc., are selected to make one feel upright, stable and precise in keeping with strict, orderly balanced interior design. When an informal interior is desired, walls may contribute to informality when the surfaces are textured or smooth, plain or patterned. Patterns which give an informal feeling may contain movement in the design and suggest flexibility and free or casual mood or activities.
- *Horizontal or vertical eye movement*—when horizontal eye movement is desired, walls may contribute when they seem to stretch space out through the use of low ceilings, broad doors, windows and/or fireplace; lines on walls or draperies which carry the eye horizontally; etc. When vertical eye movement is desired, walls may contribute to it through producing an up-and-down movement through the use of high ceilings, narrow windows, doors and/or fireplace; patterned walls or draperies to give a vertical effect; etc.
- *Texture*—choice of texture may vary from very smooth to pebbly rough with many intermediate textures between. Smoothness is associated with formality and roughness with informality. Variety and contrast may be desired and may be chosen from many possibilities, such as plaster, wood, brick, tile, wall board, wall fabrics, wallpaper, plastics, etc.
- *Scale*—largeness or smallness of scale may be selected in wall patterns to achieve the effect desired. Large scale may be produced through the use of big designs and textures. Although large scale patterns reduce visual space, the effect may be impressive when used in a large room or to achieve a center of interest. Small or moderate scale patterns may be used to create a home-like feeling in small rooms.
- *Enclosure or openness*—a feeling of openness may be obtained through the use of walls which are transparent or translucent, such as glass, glass bricks or open designs of brick or tile walls, light colors (which recede) large areas of glass, and use of mirrors tend to produce a feeling of spaciousness and openness. A feeling of enclosure may be achieved by opaque, substantial walls, warm and/or dark colors, heavy draperies and few or small windows.
- *Sound reflection or absorption*—with openness in small houses, noise may be a factor with noise-making equipment, TV's, radios, record players, children, aircraft, traffic, etc. Noise may be reduced somewhat with soft and/or porous sound absorbing materials (plastic, acoustical tile, rugs). Walls may be designed as sound barriers through use of closets, bookcases, storage walls, fireplaces, etc. to keep group-timing sounds from penetrating private areas.

- *Light Reflection or Absorption*—Light colors and shiny surfaces reflect light and dark colors and dull surfaces absorb light. With adequate illumination color values may be chosen to suit one's personal taste.
- *Insulation*—to help keep heat or cold in the house, walls may be insulated by trustworthy experts who are technicians of the trade. Wall color, texture and form may be used to give warm or cool feelings. Smooth, sleek textures suggest coolness and textured ones suggest warmth. Colors may seem warm or cool according to their associations. Enclosed walls tend to produce a feeling of warmth and openness suggests coolness.
- *Durability and Maintenance*—a consideration of ease of care and how easily a wall may be damaged might result in a choice of walls that would meet expectations.

APPLIED WALL FINISHES

Paint
Wallpaper
Wall Fabrics

Recognize how wall finishes may be means of helping achieve the color or individuality desired in interior design. Identify some of the finishes used most often, such as paint, wallpaper, wall fabrics, etc. Recognize these as "do-it-yourself" possibilities for changing room effects or freshening a room with economy.

Identify *wall paints* as the water thinned or latex paints and the solvent-thinned paints (oil and new synthetic paints). Recognize that latex paints are easy to apply, dry quickly, can be washed, are durable and may be used on any surface but work especially well on plaster, wall board, and wallpaper. Discuss why solvent-thinned paints are preferred on wood. Identify the uses of the dull, semigloss and gloss types. Consult paint dealers in regard to new paints and new colors.

Study how *wallpaper* may be used to affect the size, shape and character of rooms since it is available in a variety of colors, designs and textures from which to choose in achieving the effects desired, such as formal or less formal, space or intimacy, active, or subdued, bold or background. Discuss the use of wallpaper as a mural or to achieve a center of interest.

Study use of *wall fabrics* in interior design, including: grass cloth, canvas, burlap, denim and plastic, plastic coated, and plastic-impregnated fabrics. Recognize how wall fabrics may be selected to achieve almost any effect desired. Consider how they may resist stain and dirt, withstand cleanings and hide wall defects. Recognize how they may be used to match or achieve harmony with draperies and/or furniture upholstery in texture, color and design.

FIREPLACES IN INTERIOR DESIGN

Discuss how the hearthstone has become associated with "heart and home." Recognize how gathering around the fireplace gives a feeling of warmth, hospitality and cheer. Consider how the fireplace design may contribute to function and safety as well as to interior design. Study how a fireplace may have its own style and individuality as a center of interest; create a feeling of formality or informality, achieve vertical or horizontal eye movement. Study materials, styles and scale of different fireplaces and analyze the effect produced in relation to walls, floors, ceilings and furnishings. Study furniture arrangement in relation to the fireplace. Experiment with different ways of accessorizing the fireplace to achieve various effects.

CONTENT	and	LEARNING EXPERIENCES

ROLE OF WINDOWS IN INTERIOR DESIGN

Recognize how windows may be selected to achieve beauty, privacy, light, ventilation and/or view. Consider how these three functions of windows may be adjusted to meet the needs of people inside the house through window treatments, such as blinds, shades, shutters, curtains, draperies, etc. Consider how window treatment may adjust light, provide privacy, aid insulation and contribute to the design of the interior. Discuss and illustrate how windows are an integral part of the interior design and may: serve as a focal point; contribute to the character of the room; be a means of coordinating the color plan; add or decrease apparent space; camouflage awkward windows; minimize or emphasize structural features; etc.

Look at pictures of window treatment to observe how attention may be directed to the window or away from it by the character of the treatment. Observe how draperies and the color of the walls may form a background for furnishings and attract little attention to themselves. Observe how this kind of treatment adds to the feeling of spaciousness. Observe sheer curtains which encourage one to look "through" or "look out" of windows. Observe treatments that because of lines, color or pattern direct attention toward windows. Observe bold or unusual window treatments that seems to say "look at me" and not at the windows.

KINDS OF WINDOW TREATMENT

Study kinds of window treatment in order to understand their role in creating the effect desired. Identify, show examples and study use of the following:

- *Glass curtains*—made of thin material (usually full); being next to the glass—(may stop at some structural point, such as the window sill, lower edge of wood trim [apron] or one inch from floor); soften light and window lines; let in some view and provide some degree of privacy.
- *Draperies*—loosely hung curtains—usually thought of as heavy fabrics that can be drawn or remain idle for decoration only at the sides of the window; may be lined or unlined; usually made floor length but may stop at any structural point.
- *Draw curtains or draw draperies*—mounted on traverse rods to permit them to be pulled apart or closed to provide flexible control of light and privacy; may contribute to the aesthetic function of the room when open or closed; may be lined or unlined.
- *Shades*—may be rolled up and down to regulate light and privacy; may be made of fabric, bamboo or split-wood.
- *Venetian blinds*—made of metal, wood or plastic slats held in place by tapes; may be opened or pulled up to control light and privacy; available with horizontal or vertical slats.
- *Shutters*—a hinged closure with slats which may be closed securely, opened full or partially opened.

LINING DRAPERIES

Recognize that the decision to use lined or unlined draperies will be influenced by the fabric and the effect desired. Consider that when draperies are hung over a window a lining may: keep the light from shining through and disfiguring the design or lightening the color; protect the fabric from sun; and make it hang better. Consider how the choice of lining may affect the exterior design of the house. Hold up drapery fabrics with different

color lining to observe the effect when the light shines through to recognize how the lining also may affect the drapery color. Discuss why the usual choice is cream or white.

TOP FINISHES FOR WINDOW

Recognize how a finished appearance at the top of the window may be achieved through:

- *Cornices*—horizontal bands (wood or composition) placed at window top or ceiling to: conceal tops of curtains or draperies and rods from which they are hung and relate the window treatment to walls and ceilings. May be painted or finished to match walls or woodwork, covered with drapery fabric or a contrasting fabric; covered with wallpaper. May be trimmed or edged for decoration. Depth is determined in relation to width and length of drapery or curtain and wall on which it is to be used.
- *Valances*—wide cornices which may vary in shape, material and fabric; may be shirred, pleated, dropped or fitted; often made 1/8 or 1/16 the length of draperies.
- *Decorative rods and poles*—may be used in lieu of cornices or valances; available in various sizes and materials.

APPLICATION OF ART PRINCIPLES TO WINDOW TREATMENT

Discuss how the use of the elements of design (line, shape, texture and color) in window treatment is guided by the principles of design (Refer to the first part of this unit and to the Art Unit.)

FLOORS (THE FIFTH WALL IN INTERIOR DESIGN)

Recognize how *floors* combine with walls to become the "fifth" wall or an integral part of the background in interior design. Consider how the background is the enclosing part of the design and constitutes the greater part of the room area. Recognize how the color and design of so large an area can influence the character of the room and the people in it. Look at rooms to observe the amount of visible floor area. Think about floors and analyze their function. Consider that floors are made to be walked on and are thus flat and horizontal. Consider that floors often have to withstand dancing, running, jumping, wheeling of home equipment, toys, etc. Discuss how the function of floors suggests that floors in interior design be chosen so that the color, texture and pattern look like floors and look as though they were meant to be walked on. Discuss why some colors, designs and texture appropriate for wallpaper, draperies or upholstery might not be at home on the floor.

SELECTION OF FLOORING IN RELATION TO INTERIOR DESIGN

Discuss how use of floors may impair their beauty unless they are chosen to withstand expected use. Recognize how cost of care as well as cost at time of purchase is a cost factor. Study and show examples of how the floor may be selected to contribute to the character of a room (formal or informal, warm or cool, delicate or rugged, active or passive). Recognize how the floor may be used to establish a visual relationship between rooms in a home and between the indoors and outdoors. Discuss how floor design may be selected to achieve this relationship.

Study references and use large samples of various floor finishes and coverings to learn the use in interior design of flooring, such as: rugs, carpets, hardwood, vinyl, vinyl asbestos, cork, rubber tile, tile, brick, stone, linoleum, asphalt tile, concrete, etc.

Use problem situations in relation to selecting floor coverings according to function and in keeping with the desired design of the interior. Apply the art principles in the selection of the floor in relation to choice of color, texture and pattern.

Generalizations

The creation of personalized interiors involves consideration of personal values, interests and one's concept of design.

An interior assumes an individual character as the designer responds to the life of the inhabitants and the building structure.

Function as it is understood in interior design is an integration of purpose and form; and at its highest level beauty is integral.

Creation of an aesthetic interior is the harmonious integration of furnishings with structural components.

Interior design is the organization of the elements of design (line, shape, space, texture and color).

Designing interiors offers opportunities for creativity.

Background interest results from organization of decorative furnishings and accessories in keeping with art princples.

TEACHER'S NOTES

HOUSING AREA

Advanced Home Economics

CONCEPT: FACTORS INFLUENCING FORM AND USE OF HOUSING

OBJECTIVES: To help pupils to:

I. Develop some understanding of man's needs and desires for housing.

II. Become aware of the basic needs of people met through housing.

III. Understand factors which influence the size and design of houses in relation to individual and family needs.

III. Understand factors which influence the size and design of houses in relation to individual and family needs.

IV. Develop interest in learning how to improve housing to meet family needs and desires.

CONTENT	and	LEARNING EXPERIENCES

NEEDS AND DESIRES OF MAN FOR SHELTER

Protection
Family Headquarters
Privacy
Self-Expression

Recognize that home ownership in the United States has been called the "miracle of America" by people in other countries. Discuss the wonder of people in other lands at the number of Americans who own their homes. Recognize that Americans own homes because they value what homes provide for families. Identify what most Americans want their homes to provide for their families, such as protection, family headquarters, privacy, and a means of self-expression. Discuss how these desires might be labeled "common denominators" since most American homes provide them. Consider that some families have other goals for their houses, such as a symbol of their status, a showplace, or a financial investment.

Recognize that families throughout the world since the beginning of time have used housing as a means of protection, privacy, family headquarters, and self-expression, but the ways of meeting these needs differ in different countries and from generation to generation.

Protection

Compare the housing trends in this generation with the homes built twenty-five to fifty years ago. Recognize the differences in the provisions of today's home for protection from the elements (heat, cold, rain and wind) as compared with the homes of yesterday. Discuss how new developments, such as insulation, air conditioning, central heat, and white roofs (cooler because of light reflection) have become expectations of many families when seeking to build, buy or rent.

Discuss how protection from the intrusion of people (friends, neighbors and strangers) has been furthered by the development of new kinds of locks, burglar bars, new style draperies, blinds, and shades and through sound conditioning.

Family Headquarters

Discuss the needs of people to have a family center or family headquarters. Identify ways in which present-day housing helps to meet this need. Recognize the function of family

rooms, living rooms, kitchen, dining room and patio as places where the family may gather. Consider that the term, "family headquarters," refers to facilities for rest, relaxation, bathing, eating, study, and recreation for all members of the family in keeping with the age and role of each family member. Recognize that the house is the "family package" and that the package planned to fit the contents will take into account the future as well as the present needs of the family. Discuss what is meant by the phrase, "a house with space to grow in." Consider innovations which make it possible to design a house in keeping with a family's own brand of living, such as combination rooms, flexible space, lighting possibilities, etc. Discuss how the family headquarters purpose may be furthered through telephone extensions, inter-com systems, provision of a quiet place to retreat or to study, hobby rooms, workshops, etc. Discuss how the house may be "an investment in liveability."

Privacy

Discuss ways in which the house today may be designed to provide the needed privacy for a family and its members. Consider kinds of landscaping that may obscure view. Discuss relationship of rooms which make possible entrance to rooms without going through other rooms. Examine floor plans which make it necessary to go through the living room to get from the bedrooms to the kitchen. Analyze other floor plans which permit easy access to rooms without "invading" another room. Observe locations of bathrooms in floor plans and evaluate their location in relation to other rooms.

Self-Expression

Recognize that whether a family lives in a row house, trailer, or in a house built especially for them, each home may be used as a means of expressing the individual characteristics of the family. Discuss ways in which the "personalized touch" may make "any house your house." Consider the evidences of self-expression in the "do-it-yourself" trend in home decorating. Reflect on the feelings associated with "our house" and the use of one's house to experiment and create in keeping with one's individuality.

VARIABLES WHICH INFLUENCE HOUSING, SPACE AND DESIGN

Climate and Geography
Family Life Cycle
Health and Age
Income
Education
Style of Life
Roles
Values and Attitudes

Recognize how families have been bombarded by salesmen and ads that used terms, such as "the magic house," "the house of the future," or "the miracle house." Point out the absence of any magic formula for producing houses which meet the needs and desires of all families. Recognize that families differ in size, age, health, income, education, style of life, role, values, and attitudes and thus differ in housing needs and wants. Discuss other factors which influence the amount and design of housing space, such as climate and geography. Discuss how a family and its home may be planned to fit together like "a hand in glove" in providing for family activities and needs.

GOALS OF FAMILIES IN IMPROVING HOUSING FACILITIES

Recognize why most families have goals for improving their houses, furnishings, and equipment to better provide for family needs. Identify factors which influence whether these goals are long-range or short-range, such as cost involved, age of children, other family needs, etc. Recognize that housing for the family

costs more than any other single item for the family (about 1/3 of the income is spent for housing costs, including maintenance and repair). Emphasize the cost of "mistakes" in housing and the consequent value of a knowledge of housing principles. Recognize that many improvements cost little if a person has the knowledge of how to rearrange furniture, use color, etc.

Consider the "money" value as well as the "satisfaction" value of learning how to plan and maintain homes that will contribute to the family's basic needs and special desires and ambitions. Identify the opportunity for learning through this unit some of the principles of housing and selection of furnishings and equipment and applying the principles of interior design learned in Basic Home Economics to improve present homes. Discuss how the making of improvements in present home will contribute to increased ability in housing as well as to the satisfaction of family members. Determine needed improvements class members can make in own home. Determine goals and make plans for achieving them.

Generalizations

Man needs shelter for protecton, headquarters, privacy, and self-expression.

Housing enables man to satisfy some of his basic physiological, psychological, and social needs.

Factors determining needs for and use of housing space and its design include the characteristics of the people and the nature of their work.

Knowledge and application of housing principles contribute to the achievement of family goals and satisfactions in housing.

CONCEPT: PROCESSES IN SELECTING FURNISHINGS AND RENOVATING FURNITURE

OBJECTIVES: To help pupils to:

I. Understand the relationship of the stages in the family life cycle and changes in society to the changing housing and furniture demands of the family.

II. Understand factors influencing the choice of furnishings for a family.

III. Be able to make rational decisions in selecting furnishings for individual and family use.

IV. Be able to decide whether or not to refinish or renovate furniture in consideration of the resources of skills, time, equipment, space, interests, and attitudes.

V. Develop some skill in refinishing and renovating furniture.

CONTENT	and	LEARNING EXPERIENCES

SELECTION OF FURNISHINGS—A FAMILY AFFAIR

Consider that since a house is for the private use of people, furnishings are personal and the kind, amount, and cost of furniture is a family matter and may vary considerably from family to family. Consider why buying furnishings according to one's own taste, needs, and budget will help to eliminate jealousy of someone else's furnishings, wanting to copy someone else's ideas, or falling under the influence of high-pressure salesmen who say "this is one of the best sellers."

INFLUENCES OF STAGE OF THE FAMILY CYCLE ON HOUSING NEEDS

Discuss the question, "How long a married life do most couples anticipate?" Determine that the average young couple looks forward to forty or more years together. Study how this period of time falls into stages known as "stages in the family life cycle." Note that some authorities identify these stages as:

Early Years—Couple acquires possessions, adjusts to marriage, and plans for the future.

Crowded Years—Begin with the first baby and continue until the youngest child enters school.

Peak Years—All children are in school and as children grow, housing needs change.

Later Years—The family is once again a two-person household. Couple may eliminate rather than accumulate possessions.

Determine how the changes in each stage of the life cycle bring about different housing needs in terms of housing space, furniture, and equipment. List the minimum furniture needed in the "early years." (Using this list as a base, apply the principles of selection to this list as they are taught in this unit.) Compare the difference in the minimum furniture needed by "newly-weds" today with the minimum needed in great grandmother's day. Use imagination to visualize the furniture needed by "newly weds" twenty-five years from now. Take into account how this minimum furniture may need to be supplemented, altered, or replaced as the stages in the family cycle change.

CHANGES IN SOCIETY WHICH INFLUENCE FURNITURE NEEDS

Identify changes in society which bring about changes in furniture needs, such as:

- Changes in work demands of families (spinning and weaving, making butter, making soap, making family clothing, etc. were once considered routine demands of families)
- Changes brought on by new developments (dishwashers, electric mixers, freezers, functional furniture, multiple-use furniture, air conditioners, etc.)
- Women working outside the home (this development has led to time-saving equipment, easy-to-care-for furniture, etc.)
- Decrease of employed help in the home
- Smaller families and smaller houses
- Increase in number of older people
- Mobility of families

CONTENT	and	LEARNING EXPERIENCES

FURNITURE SELECTION IN RELATION TO NEEDS, PERSONAL PREFERENCES, AND ONE'S CONCEPT OF DESIGN

Relate incidences when "newly-weds" were buying their furniture, the sales person insisted on selling them rooms full of furniture or confused them with names of furniture styles (Danish, Modern, Victorian, Contemporary, etc.).

Visualize what happens when selections of furniture are made before deciding on what one needs, what one wants, and what one believes to be pleasing in design. Consider the advantage young couples have who try to "just be themselves" in buying furniture rather than buying under sales pressure or because another couple has it or because Mom and Dad have this. Recall (from Basic Home Economics) that furniture is what human beings use to adapt a house to their personal needs (sleeping, eating, dressing, resting, bathing, etc.).

Consider that rooms filled with furniture (not used) may be less functional than rooms with usable space and fewer pieces of furniture.

PRIORITY FURNISHINGS

Recognize the advantages in listing the furnishings needed according to which is needed first since it may not be possible nor desirable to buy all at one time. Consider that few couples have the opportunity of furnishing a home from the very beginning (they may acquire furnishings either by purchase, gift, or raiding their parents' attics for discarded furniture). Discuss the advantages of considering all resources for obtaining furniture when deciding on the furniture needed and the priority in obtaining it. Recognize that priority of furnishings will vary from family to family but that some pieces will usually take precedence over others, such as a comfortable bed, an efficient range, and furniture for seating.

IMPROVISED FURNISHINGS

Point out that some young couples might construct some of the needed furniture. Find ideas, such as using bricks and planks for making shelves for books and magazines (glass, brick, concrete blocks, building tile or common brick may be used). Planks may be painted to add color and to preserve the wood; using flush plywood doors for table tops or working surfaces by adding metal or wooden legs that can be purchased (wooden horses can be used or lay a door across two inexpensive shelf units). Collect pictures of improvised furniture and use on bulletin board with captions, such as "Imagination + Willing Hands = A Beginning for Beginners."

MULTIPLE-USE FURNISHINGS

Consider the possibilities of selecting furnishings to serve more than one purpose when space and/or money are limited. Make a collection of furniture displays from newspapers and magazines. Study the information given about furniture for suggestions in buying. Look for illustrations of furniture that has multiple use, such as a sofa that converts into a bed; the coffee table that can be raised for dining; benches that can be used for tables or for sitting; folding chairs bought for dining chairs to be used later for game chairs or for the terrace; etc. Recognize that buying individual pieces rather than suites of furniture will make possible flexibility in use and arrangement. Collect pictures of pieces of furniture that can also serve as storage pieces, such as tables, beds, and chairs. Select from magazines, furniture books, catalogs, or newspapers, furniture which could:

- Grow with the family (adaptable for 6-16 year olds)
- Be moved from living room to porch or dining room
- Be moved from family room to recreation room or bedroom
- Be adapted to large or small apartments for a transient couple

FACTORS INFLUENCING KIND AND QUALITY OF FURNISHINGS ACQUIRED BY THE INDIVIDUAL OR FAMILY

Values
Goals
Family Composition
Pattern of Living
Available Funds
Space

Recognize that for young couples the selection of furnishings goes beyond obtaining a dresser or a picture. Discuss how it is a part of: the process of creating a home for people who love and respect each other; a means of building surrounding that will help the family grow together; and a way of giving individuals an opportunity to express themselves. Recognize that when couples decide what things are important to them as a family, these values influence their goals in buying furnishings as well as in their goals for other aspects of their new life. Consider that choice of furnishings is an opportunity for a young married couple to make decisions together and to listen to and respect each other's abilities and opinions and to come to an agreement based on the values they hold in common.

Identify some factors that influence the couple's thinking in relation to their goals for buying furniture. Consider the influence of family composition in terms of expectations of a baby or in-laws living with them or their plan for living with in-laws. Describe how their pattern of living may influence furniture selection, such as wife working away from home; eating meals out; husband's work involving traveling; husband's job temporary; or husband in service.

Recognize that young pocketbooks are apt to be "lean" and thus the amount of available funds for furniture is a factor in deciding what to buy. Discuss the implication in the statement, "When you are short on cash, it is a good idea to be long on taste." Consider that couples who find it impossible to buy at first the furniture they would like to own eventually may consider substitutes with the idea of "second use," such as colorful folding chairs bought for now might be used for the patio later.

Discuss ways in which space will influence decisions regarding amount and size of priority furniture. When space is crowded, discuss the wisdom of purchasing only the necessary pieces and selecting those that have "second use" or would be adaptable to new surroundings later.

MAKING RATIONAL DECISIONS IN SELECTING, USING AND CARING FOR FURNISHINGS

Recognize that when a couple decides what is important to them, decides on goals to be achieved in relation to their values, considers alternatives as to ways of reaching their goals, and arrives at a decision as to the procedure to follow in achieving their goals in keeping with their values, this process is identified as *rational decision-making*. Apply these steps to the young couple's decisions in relation to deciding on priority furniture and in selecting it. Recognize that the making of rational decisions in selecting, using and caring for furnishings is dependent upon being informed on design, materials and construction.

CONTENT	and	LEARNING EXPERIENCES

PROCEDURES IN EVALUATING THE ALTERNATIVES IN SELECTING FURNITURE

Consider that in weighing alternatives before making a decision as to which furniture to buy, information is needed to enable one to make a rational decision. Identify procedures in evaluating the alternatives (shopping techniques), such as:

- *Gather helpful buying information* on kinds of furniture to be bought (ads, consumer information publications, magazines, etc.).
- *Make a design plan* into which the furniture is expected to fit. Take a scaled drawing of the room to the furniture store in order to "try it on for size" on paper before the furniture is bought.
- *Take along fabric swatches, color samples, pictures, etc.,* to help in coordinating furnishings.
- *Shop at several reliable stores before buying* in order to compare prices, quality, guarantees, and payment plans.
- *Read labels, seals, and tags* attached to merchandise which gives manufacturer's name, construction methods used, finishes, use and care recommended, and guarantees. (Keep labels, tags, and seals for references.)
- *Ask questions*—find out information on materials, workmanship, durability, services, and upkeep.
- *Inspect merchandise*—sit in chairs and sofas, feel fabrics, check colors in daylight, pull out drawers, open doors, check joint construction, check sizes, etc.
- *Compare prices and quality.*

CRITERIA FOR FURNITURE SELECTION

Discuss procedures in evaluating possible selections to decide upon the utility, construction, and beauty of the furnishings in relation to one's intended use and expected services of the pieces. Identify questions that would serve as criteria, such as:

- Will the object fulfill the purposes?
- Is it well-made? (Refers to construction, suitability of materials and processes and their effect on the design.)
- Will it contribute to the interior design?
- Will you enjoy living with it?

Consider each question separately for each piece of furniture selected. (For example, in selecting a chair, ask the question, "Does the chair fulfill the purpose?" Check the performance of the chair in relation to the purpose—lounging, dining, working, or dual purpose. If the chair is to be used for lounging, give consideration to comfort features, such as the depth of the chair, the shortness and height of the back, the height of the arms, as well as the individual preference for hard or soft padding.)

DEVELOPING SOME ABILITY TO JUDGE QUALITY OF FURNITURE

Recognize that after couples have decided on the pieces of furniture to buy and have agreed on styles, colors, and cost, the next step will

be to seek value for the money to be spent. Consider that there is no quick and easy way to size up furniture materials and construction. Recognize that furniture is no better than the materials from which it is made; the methods by which it is joined; and the way in which it is finished. Study the language (vocabulary) of the furniture industry and learn to identify furniture terms and their relationship to quality, such as:

Wood Furniture Terms

Kinds of Wood—"Hardwood"—from trees that lose their leaves in winter, such as oak, walnut, mahogany, gum, maple, birch, beech, pecan, and fruitwoods. "Softwood"—from trees that keep their leaves in winter, such as pine, fir, spruce, and cedar.

Solid Wood—Exposed surfaces of furniture are made from lumber rather than veneered plywood. Can be refinished by planing or sanding. Will not chip.

Veneer, Plywood, and Laminated Wood—Layers of thin wood (varying from 3-7 ply) laminated with crossbanding and core stock to achieve strength and beauty of grain.

Grain—The natural decorative characteristic of the wood.

Finish—The technique for creating the final appearance of the wood surface. It is also used to describe the appearance in terms of color of stain used.

Joints—Ways of holding furniture together. Rebated or rabbeted joints have a groove cut from the edge of one piece to receive the other piece. Dovetailed joints have flaring tenons (or tongues) on one piece and mortises (or grooves) on the other. They are used in well-constructed dressers. Mortise-and-tenon joints have a mortise (a hole or cavity) in one piece of wood into which a tenon (projecting piece) cut in the end of the other fits securely. They are usually stronger than doweled joints. Tongue-and-groove joints are much like mortise-and-tenon except that the tongue and grove extend the width of the boards. Doweled joints have wooden pegs (or dowels) inserted into holes in the two pieces of wood to be joined. Butt joints are the simplest and weakest and have no place in furniture unless reinforced with corner blocks.

Corner Blocks—Reinforces joints. They are triangular blocks cut to fit into the unseen backs of corners and glued and screwed or nailed and glued. (Those glued and screwed are more durable.)

Drawer Construction—Well-constructed drawers have dovetail joining on corners that are locked together with triangular teeth that fit tightly. Guide strips underneath the drawer hold it straight. Partitions between drawers make them dustproof.

Upholstered Furniture Terms

Frame—The hardwood skeleton which supports the springs, filling, and other cushioning materials.

Exposed Wood—Decorative wood strip which can be across top of sofa and chair back or on the base rail.

Stretcher—Decorative exposed wood strip attached between legs of sofas and chairs and under base rails on some styles of furniture.

Panel—Decorative upholstered molding. It can appear as final trim on front of arms

called "stump panels," on outside edges called "ear panels," or along bottom of furniture called "hose paneling."

Cushions—Attached cushion backs are firmly sewn in place on sofa. Reversible cushions are loose seat or back cushions on which the same upholstery material is used on front and back so they can be turned over. Zippered cushions permit owner to straighten welts and maintain neat cushions. A zippered cover is not intended to be washed and cleaned separately from furniture. (In some cases it would shrink.)

Springs—Springs are used for seat decks, chair and sofa backs, and cushions. There are coil springs made of tempered carbon steel and flat zig-zag springs used where bulk is undesirable.

Filling—The cotton and/or foam softening materials used under the upholstery fabric on back and arms.

Foam—A cushioning material made either of latex (foam rubber) or of synthetic foam.

Under Construction—The springing foundation of the back and under the seat deck.

Spring Edge—When the seat springs extend to the outer edge of the seat deck, enabling the front of the deck to move up and down.

Tailored Edge—To create slimness in modern furniture, springs do not extend to outer edge of seat deck. Therefore, edge will not flex up and down.

Welting—A cording used under the upholstery fabric. Appears around edges of seat cushions, back, arms, and base. Straight welting denotes fine tailoring.

Tufting—Soft puffs in back of sofa or chair formed by sewing through the entire filling to the button and drawing it taut. Tufting is described by the shape it is given, such as "biscuit" or "diamond."

Skirt—When the upholstery fabric extends to the floor below the base rail. The skirt can be tailored with "kick pleats." Can be shirred or boxed pleated.

Divided Back—The back of a sofa is divided with cording (or welting) to give the appearance of separate sections.

Swatches—Samples of upholstery fabric used in stores to show variety of fabrics and color available in upholstered furniture.

Plastics Used In Furniture

Laminated Melamine—Developed first for use in table and counter tops but now is used for furniture. Hard and not easily scratched or chipped, thus reducing upkeep. Available in wide variety of colors and wood tones. Resists stains, fading, moisture and dirt. Cannot be used as a cutting surface. Is not resistant to abrasions.

Fiberglass and Styrene—Molded plastic, making it possible to shape seat, back and arms of a chair in one continuous piece. Used for drawers and household articles, such as ice cream freezers, dishpans, etc. Have a minimum of dust-catching joints.

Vinyl Upholstery—Durable, pliable and available in a variety of colors and textures.

CONTENT	and	LEARNING EXPERIENCES

SELECTING DESIGNS IN FURNITURE IN KEEPING WITH NEEDS, PREFERENCES AND ONE'S CONCEPT OF DESIGN

Discuss the paraphrase, "If Noah built another Ark and put in it one example of every kind of furniture available today, he couldn't launch the thing." List names of kinds of furniture available in today's market, such as: Lawson sofa, Boston rocker, spindle bed, coffee tables, lamp tables, wing chairs, ladderback chairs, love seats, deacon's bench, single, double and triple dressers, dressing tables, harvest tables, drop-leaf tables, extension tables, credenzas, buffets, Hollywood beds, etc. Discuss how this wide choice of furniture can be both stimulating and confusing to a young couple in deciding on furniture to buy for their first home. Recognize the influence of the kind of furniture on the "personalized" feeling of houses. Consider how the selection of furniture to help a family "be itself" and not a replica of the "Jones' " pattern of living involves a consideration of family needs, preferences and one's concept of design.

CONSIDERATION OF FAMILY NEEDS IN SELECTING FURNITURE DESIGNS

Consider that the recognition of family needs in relation to selecting the design of furniture involves "thinking through *what one has now* (money; furniture already on hand; space furniture will occupy; etc.) *in relation to what one wants or expects from the furniture* (comfort, durability, beauty, storage, convenience, mobility, multi-purpose, etc.). Recognize that when the couple (one or both) are physically large, strong chairs, large beds, etc., are a consideration. Recognize that when the furniture is expected to serve many purposes and take the wear of daily living, durability of furniture, supports and finish becomes considerations in selecting design. Discuss how a need for storage may influence choice of furniture designs, such as choosing an all-drawer bedside table or lamp table rather than one designed with a drawer and shelf.

Recognize that the "space age" is also a "lack of space" age for many families. Consider ways in which the current fashion designs in furniture reflect this need; for example, the "wall systems" designed to unify both furniture and storage on the wall with no "left over" space. Find examples of furniture styles designed to extend storage space for families.

Consider how the designs of the furniture which has been given a couple or that which one or the other already has on hand may influence the selection of the design of the new furniture in consideration of the length of time one expects to use the older furniture or the "second use" planned for this furniture. Reflect on the choice of design of rockers when the expected use is for the husband as well as the wife to rock the baby.

Recognize that when choosing furniture in relation to need it is the choice of furniture in relation to the function one expects it to perform for the individual family. Recognize the wide choices of furniture designs available in every price bracket. Consider that difference in cost is related more to quality and construction of furniture than to the design of the furniture.

CONSIDERATION OF FAMILY PREFERENCES IN SELECTING FURNITURE DESIGNS

Discuss the phrases which reflect flexibility of furniture design today, such as "pick and choose," "mix and match," or "I know what I like." Consider that the design the family wants to live with is of consideration ahead of what the "self appointed" experts pressure one to choose. Recognize that preferences in furniture styles have a relationship to the mood or atmosphere one wishes the furniture to help create in a room. Describe moods or atmosphere of rooms, such as comfortable, warm

and welcoming, charming, elegant, casual, masculine, feminine, youthful, efficient, somber, fresh, rustic, cheerful, formal, etc. Discuss ways in which the design of furniture contributes to the mood of the room. Discuss how one's preference for one design over another may be related to past experiences, associations of the furniture with satisfying experiences, one's individual taste, and one's concept of design.

SELECTION OF FURNITURE IN KEEPING WITH ONE'S CONCEPT OF DESIGN

Recognize that the total design of a room is made up of individual parts (everything that meets the eye or everything visible). Recognize that one's knowledge of the elements of design and the use of them through application of the art principles enables one to "mix and match" and put together the parts to create a unified whole which creates the design that sets the mood in keeping with family needs and desires. Recognize that when a couple is aware of design and has some knowledge of the principles, the non-professional imagination is freed from the tyranny of dictated styles.

Recognize that "all our yesterdays" are bound up in the countless designs of the furniture available on the market today. Consider how the lines, shapes, and finishes of designers of the past are used by contemporary designers to create furniture something like the old but adapted to a new age. Recognize that some furniture reproductions are duplications of old styles, such as the reproduction of a Victorian gentleman's chair may be identical in design to the original even to the simulated worn holes. Recognize that the construction may be different and may be more or less durable than the original in view of changed methods of construction. Recognize that many of the "so-called" furniture styles or period furniture on the market today are not identical to the original designs but are adapted from them and have retained the line movement and some of the design details.

Discuss how some homemakers who wouldn't be "caught dead" wearing a hat like their neighbors will go out and buy a roomful of furniture just like the neighbors because "this kind" of provincial, traditional or contemporary furniture is "high style." Study the styles of furniture to get a feeling for the different kinds of designs and their contribution to the mood and function of a room.

Identify furniture designs commonly referred to as "contemporary." Define *contemporary furniture* as the current designs of the day which may embrace design influences from the past as well as new innovations. Collect pictures of contemporary furniture. Analyze the designs of contemporary furniture to determine how the designers have combined function, style and finish to achieve furniture for current modes of living.

Identify today's *traditional furniture* as the styles of furniture copied or adapted from those of the past which were well-accepted in their era and have stood the test of time. Reflect on the historical significance of the furniture named after monarchs, such as Queen Anne, Louis XV, Louis XVI, Victoria, William and Mary, etc. Consider that other styles were named after the designers who created them, such as Sheraton, Hepplewhite, Chippendale, Adams, etc. Recognize that traditional furniture styles denote the elegant, formal and decorative periods they represent. Consider that adaptation of traditional furniture today may be used to help achieve a feeling of elegance, splendor and luxury without extravagant expenditure. Collect pictures of today's traditional furniture and analyze the scale, line and design in relation to its contribution to the aesthetic expression and function of a room.

Identify the meaning of *provincial furniture* as the colonial interpretations of the traditional styles, thus creating basic differences due to crude tools and limited skills. Associate the furniture names with the geographic area in which they were first produced, such as French Provincial, Italian Provincial, American Colonial, etc. Associate the names of some

of the styles with the designers, such as Duncan Phyffe. Collect pictures of today's provincial furniture and analyze the scale, line and design in relation to its contribution to the aesthetic expression and function of a room.

Recognize that lines and characteristics of present-day furniture are constantly changing as designers get fresh inspirations for new and adapted designs in keeping with changing patterns of living, new technological developments in materials and workmanship; changes in architectural designs, and current demands of consumers.

Consider ways in which furniture designs may be combined to achieve the desired effects; for example, pieces of furniture which are plain may serve as a background for those that are decorative; different colors in woods and upholstery may give variety as long as the colors are in harmony; two straight-line contemporary upholstered chairs may be combined with a curved-line French Provincial coffee table. Study illustrations of rooms in which furniture styles are combined and analyze the effect. Visit a family that has combined different styles of furniture to achieve a desired effect. Choose a period of furniture and select contemporary furniture to use with it. Consider case situations, such as, the Brown family that has inherited a Victorian sofa and chair with walnut frames which they want to use in a small living room. Suggest other pieces they might select to be used with them in a small living room of a contemporary house.

Visit stores and further analyze the designs of today's furniture and consider how these may be used in keeping with family needs, preferences and concept of design. Make furniture selections for rooms to achieve particular functions and moods and within a designated budget.

SELECTION OF ACCESSORIES

Discuss the adage, "One man's trash is another man's treasure." Apply the meaning to accessories. Discuss ways people acquire accessories, such as: a gift; inherited; picked up on travels; collection; bought on sale; converted from another purpose; made by a friend or self; or purchased outright to serve a particular role. Discuss how some of the objects accumulated may: "lift the soul"; serve only as white elephants; become dust catchers; or fill up the closet. Consider how accessories may be selected from the accumulation or bought new to serve the roles of enrichment and/or function. Recognize that accessories selected in keeping with one's purposes and values will vary from family to family in relation to family tastes.

ACCESSORIZING WITH PICTURES

Recognize that pictures like other accessories contribute to the decoration of a room. Discuss how pictures may: complete a furniture grouping; introduce a variety of line and color; or become a center of interest. Consider how pictures may contribute to the mood of a room, gaiety, quaintness, serenity, or dignity. Discuss why the spirit of the picture and the message that it brings may take precedence over the techniques used by the artist when a person selects a picture. Discuss how "what a picture has to say" is conveyed through what the artist has expressed and the understanding the viewer brings to it.

Identify some of the typical categories of subject matter for pictures, such as, flowers, people, landscapes, seascapes, animal still life, abstracts, etc. Discuss how the artist through pictures may represent his impression of the subjects. Consider how the artist conveys an idea, message, feeling or mood through the emphasis he creates in his picture. Identify this as the *content* of the picture. Discuss how the content may express tragedy, joy, love, fear, repose, etc. Recognize that the artist has a choice of different kinds of materials (*medium*) through which to present the subject matter and content of the picture, such as: water

colors, oil, charcoal, etc. Consider how the medium used influences the texture and color and therefore influences the mood and character of the picture.

Discuss how family interest or personal preference may cause one to choose pictures related to them, such as: pictures of horses for horse lovers; boats for sportsmen; etc. Consider the limitations of set rules which imply the use of certain subjects for certain rooms. Recognize that pictures on any subject may be used when it is planned in relation to: the pleasure it gives the family; the contribution it makes to the character of the room; and the aesthetic qualities it possesses. Discuss how pictures may add a finishing touch that means something, add to the decoration of the room, and may give a "very truly yours" atmosphere when selected in keeping with the character of the room, one's personal taste and the principles of art. (For guides in hanging pictures refer to Basic Home Economics.)

ACCESSORIZING WITH LAMPS

Recall that Aladdin had only to rub his lamp to get a wish. Discuss how a person today through the use of lamps may make wishes come true far from any ever dreamed by Aladdin. Discuss how lamps may contribute to the mood of a room, highlight a grouping, add color and/or become a part of a center of interest. Recognize how this localized lighting may create contrasts between areas of a room or produce an "eye movement pattern" from grouping to grouping, thus giving an overall effect.

Discuss how lamps may be moved when and where needed in a room and become "lively" accessories.

Recognize how decorative lamps may serve a dual role of beauty and function through enhancing the room and providing light. Discuss how "form follows function" in relation to shapes of lamps. Study lamp shapes to determine how they perform their function by the way the bulk and shade are supported by the base, how the shade diffuses and directs the light and shields eyes from glare. Discuss how the base and shade of a lamp perform different functions, are usually made from different materials and yet are part of one visual unit. Identify the kinds of materials used for lamp bases, such as brass, pottery, china, glass, crystal, wood, leather, copper, spun aluminum, etc. Identify kinds of materials used for lamp shades, such as parchment, fabrics, paper, raffia, reed, plastics, alabaster, metal, etc.

Observe lamps in order to recognize when the shade and base are consistent in texture; for example, a silk or pleated parchment shade is consistent with the finer textured bases (brass, crystal, china) and shades of rough texture would be consistent with pottery, wood and other heavier bases. Consider how the character of the room would influence the choice of texture of the lamp and shade. Identify the character of rooms for which one might select: a small brass lamp with metal shade; a polished mahogany lamp with rayon shade; an antique china lamp with a china shade; a pottery lamp with a raffia shade; etc. Discuss how a combination of textures may make a lamp flexible in different kinds of rooms; for example, a smooth-textured pottery base with touches of gold or brass, mounted on walnut stand having smooth fabric shade, may be consistent with different kinds of room designs.

Recognize that lamps are available in many forms with enough variety in size and shape to serve almost any purpose. Identify lamps that are small, medium, large and very large, and discuss their use. Discuss how bases vary in shapes from figurines to big broad forms. Identify different forms of shades, such as triangular, round, square, cone, etc. Discuss how

shape of shades may relate to bases in achieving the overall form of the lamp. Recognize how choice of size of lamp may be influenced by the scale of the furniture in the room and the effect desired; for example, a large lamp might be chosen as a focal point in scale with a large sofa or chair; and/or as a means of extending light over a large area. Recognize how a few large lamps might be used instead of several small ones to achieve the same illumination but a different effect in relation to room design.

Discuss how form contributes to the function of lamps; for example, tall steep shades tend to concentrate light and low wide shades disperse light. Recognize how breadth keeps a lamp upright. Analyze different shapes in relation to practical use.

Discuss how lamps may be improvised from jugs, urns, vases, jars, wooden objects, etc. Consider how lamp shades may be made or recovered. Recognize that lamp shades get soiled or out of style. Consider ways of updating them with new fabric, new braid or trim or painted with latex paint (suitable for some materials).

Discuss how the color of lamp bases may be selected to complement the color plan of the room. Study how color of the shade influences the strength of illumination and the color effects in the room. Discuss why white or light shades or opaque shades lined in white are usually preferred. Consider why decoration on lamp bases and shades may not be appropriate when the overall form makes a design pleasing to the eye and in keeping with the character of the room.

ACCESSORIZING WITH MIRRORS

Discuss how mirrors may contribute to the decorating scheme of a room by producing an illusion of additional space, becoming a center of interest or by highlighting other points of interest by reflection. Discuss ways mirrors may be used in the home, such as: a point of interest in the living and dining room; in the entrance hall as a place to check appearance; between windows to help accent the window wall; in hallways to add apparent width or lighten a dark section; etc. Discuss how some of the guides used for hanging pictures might be applied to hanging mirrors. (Refer to hanging pictures in Basic Home Economics.)

ACCESSORIZING WITH SCREENS

Discuss how screens may be used to enhance a room and at the same time be useful, such as: serve as dividers and shields; used to filter light; used as a center of interest, etc. Discuss how screens may be made by using wooden frames and covering the center with fabric, painted hardware cloth, plywood, composition board, etc. Observe pictures and discuss ways screens may enhance a room and/or serve a useful purpose.

ACCESSORIZING WITH FIREPLACE EQUIPMENT

Discuss how a fireplace is usually the focal point of a room and fireplace equipment might be used to enhance its beauty. Recognize that fireplace equipment may consist of fire screens, tools, andirons, a lighter, a basket or some sort of carrier for logs. Discuss how fireplace equipment may be selected to conform to the mood of the room. Discuss the different types of materials used in the construction of fireplace equipment, such as: brass, iron, steel, etc. Point out that when selecting fireplace equipment, consideration may be given to both its function (need for being strong) as well as beauty.

CONTENT	and	LEARNING EXPERIENCES

ACCESSORIZING WITH PILLOWS, MAGAZINES, BOOKS AND CLOCKS

Discuss how pillows, books and clocks may contribute to the mood, tone, and spirit of a room. Recognize that these accessories may serve as a part of a center of interest, become an accent color, or complete a grouping. Observe pictures for ways *pillows* may be used as a color accent, such as: on floor, beds, sofas, chairs, benches, etc. Discuss how different shapes and texture may be introduced in a room by using pillows. Discuss how *books and magazines*, although not selected with their color and pattern in mind, may be used to form accent areas. Discuss how current magazines may be placed on coffee table, lamp table and other places convenient for family members and at the same time add color and interest to a room. Discuss how colored books that reflect color in the room may be used between bookends on a table or arranged on shelves according to their size and color.

Discuss how *clocks* may be selected to harmonize with the feeling of a room in style (simplicity or elegance). Recognize that clocks may be used with other articles to create a focal point. Observe pictures for ways clocks may be used in accessorizing a room. Identify other kinds of accessories that people use.

GUIDES IN SELECTING ACCESSORIES

Study and apply some guides in selecting accessories, such as:

- Select accessories to contribute to the interior design.
- Select accessories that you like—not what someone else likes.
- Discard accessories when they are outgrown.
- Use a few accessories at a time and display them to their best advantage.
- Store accessories until changes are desired.
- Select and use accessories that contribute to the desired mood of the room.

REVIVING FURNITURE

Discuss the statement, "She furnished that room on a mere shoe string." Recognize that with "know how," a little creativity and time, one may bring new life to old furniture and "upgrade" new unpainted furniture. Collect ideas from books, bulletins, and magazines as to ways of refinishing or renovating old furniture, such as: old washstands made into bookcases, radio cabinets or chests, discarded wood-back chairs padded and upholstered; old tables lowered to make coffee tables; old buffets made into low pieces of furniture to use in entrance hall for storage and as a bench; etc.

Visit homes to see furniture that has been finished, refinished, or renovated. Consider the satisfactions gained by the family members in redoing the furniture. Recall old pieces of furniture that were brought from attic or garage and became a prized possession after it was renovated and/or refinished. Estimate money value of pieces of furniture that have been reclaimed. Discuss the possible durability of the furniture.

REFINISHING FURNITURE

Interview people who are skilled in refinishing furniture for suggestions on: procedures for working; equipment needed; new techniques; etc. Find out from a cabinet maker or other craftsman the cost of having various pieces of furniture refinished or renovated. Recognize that skills developed in refinishing furniture might help one secure gainful employment. Ob-

serve a demonstration on refinishing a chair, stool, or some other piece of furniture.

Evaluate old pieces of furniture at school, at home, or at a second-hand store to determine if it is worth redoing, keeping these questions in mind:

- Is piece worth cost in time, labor, and money required to restore it?
- Is the piece well-built and wood worth finishing?
- Will the wood take the desired finish?
- Do you have or can you learn the skills of refinishing?
- Is there space for refinishing?
- Is this an activity you would enjoy?

Study the different finishes for furniture, such as stain (oil or water), varnish, shellac, enamel, lacquer, flat paints, etc. Discuss factors that would determine the appropriate use of each, such as type of wood, condition of wood, purpose for which the furniture is to be used, etc.

Determine the steps involved in refinishing a piece of furniture, such as: removal of old finish; use of filler; sanding; use of benzine or turpentine to remove traces of sawdust and dirt; and applying finish. Consider safety factors involved in the care of paint brushes and other materials used in refinishing furniture, such as keeping paint remover container closed and away from heat, protecting hands from the paint remover, working in room that is well ventilated, etc. Observe demonstration on cleaning and storing brushes and other equipment and materials used.

Select a simple piece of furniture to refinish. Determine the supplies and equipment needed before beginning the work, such as paint scraper or putty knife, sandpaper (varying sizes), paint remover, brushes, etc. Evaluate the results in terms of personal satisfaction, cost in time and money required in redoing the piece of furniture.

FINISHING UNPAINTED FURNITURE

Discuss the popularity of "do-it-yourself" projects. Recognize the fun of creating something as well as the possible savings in cost. Discuss the increase in the variety of kinds of unpainted furniture available for the "do-it-yourselfer" to refinish. Discuss possible ways this furniture can be used as both temporary or permanent furniture. Examine the pieces of unpainted furniture to evaluate the wood, quality of construction, and design. As a class project, take a piece of unpainted furniture, such as a chest, and use imagination to discover as many ways as possible to finish it, such as:

- Make the chest contemporary in character by painting the top, sides, and legs beige semi-gloss enamel; the front of the top drawer white, the middle drawer cocoa and bottom drawer black. Use brushed brass knobs or paint the chest with black flat paint and use white drawer pulls.
- Make the chest colonial in character by painting it with semi-gloss enamel in soft blue green, antique yellow, moss green or red. Replace drawer knobs with colonial-styled black iron or brass handles.

- Make the chest oriental in character by painting it black and trimming the drawer panels with 1/8-inch gold lines.

MAKING RATIONAL DECISIONS IN REGARD TO REUPHOLSTERING OR SLIP-COVERING FURNITURE

Examine pieces of upholstered furniture to observe lines and construction features. Recognize that when the upholstery becomes soiled, worn or faded beyond the possibilities of cleaning or use, one has two alternatives, namely, to slipcover or reupholster. Consider that slip covers, like making and fitting a dress, involves work organization and construction methods. Consider that upholstering, as in covering shoes or hats, involves less construction and the fitting and finishing is done with a hammer and tacks. Discuss factors to be considered in making a rational decision when choosing between the two alternatives, such as:

- Whether the style of chair lends itself better to slip-covering or upholstering.
- Comparisons of ease of cleaning and repairing in relation to expected wear and use.
- Comparative cost in relation to results and effects desired.
- Skills required in relation to resources available.

SLIP COVERS

Discuss what is meant by the "magic of slip covers." Consider ways in which slip covers may contribute color and design to the decor of a room on a short-range or long-range basis. Discuss the ease of removing them for laundry or cleaning and the contribution of this feature to the maintenance of furniture in family rooms and for furniture used daily. Consider the use of slip covers to protect furniture. Recognize the almost unlimited choice of fabrics for slip covers. Collect pictures of slip covers and analyze the design, trim, fabric and fit of the covers on different style chairs. Observe balanced placement of the designs on covers from patterned fabrics.

Discuss the popularity of slip covers and the opportunities for gainful employment for persons having skill in making them. Recognize the values in saving on cost and the opportunity for creative expression when one can make slip covers for own home.

Learn basic principles involved in making slip covers through construction of a cover that requires boxing, such as covers for foam pillows, covers for chair backs, covers for card tables, or simple slip covers. Evaluate results. Discuss how these same principles may be applied to the making of covers for chairs involving different fitting problems.

REUPHOLSTERING FURNITURE

Visit an upholsterer's workshop to observe steps in upholstering a piece of furniture, fabrics and furnishings used, etc. Examine furniture that has been upholstered to determine standards of work, matching of designs, types of skirts used on furniture, etc. Observe different type chairs that have been reupholstered to determine type finishes used (tacks, brading, etc.), ease and/or difficulty of the job, etc.

Examine tools and materials needed for an upholstering job, such as webbing stretcher, magnetic upholstery hammer, tack puller, upholstering needles (curved, double pointed, regulator), upholstery pins or skewers, ripping tool, shears, pliers, screw driver (medium size), tapes (cloth, steel, ruler), dressmaker's chalk, wax pencil, webbing, stuffings (moss,

cotton, felt), twines, tacks, cardboard tacking strips, burlap, muslin, cotton welt cord, etc.

Examine types of fabrics and trim that might be used for upholstering to determine quality, durability, texture, color, cost, etc. Recognize that durability in fabrics is affected by type fiber used, the way the yarn and cloth are made, and the kinds of finishes applied.

Recognize that upholstering is a skill that is developed through study, observation, and actually upholstering furniture. Discuss that becoming skillful in upholstering furniture might help one secure gainful employment. Complete a simple upholstering job, such as a padded detachable chair seat, an occasional chair, a cushion for a bench, an ottoman, etc. Summarize the learnings in upholstering a simple piece of furniture, such as measuring furniture and determining amount of fabric needed, selecting fabric, removing old fabric, using old covering for pattern, reworking padding in cushions, straightening and cutting fabrics to grain perfection, stretching and anchoring fabric on seat, tacking fabric from center out, etc.

Discuss that as more difficult pieces of furniture are upholstered, new learnings will be gained, such as: replacing seat webbing; stripping the chair; sewing the springs to webbing base; tying strings; placing burlap over seatsprings; using welt cordings; matching designs in fabric; attaching wood panels; etc.

Look for furniture at home that might be reupholstered, such as a chair with sagging springs that need repairing, or cushions that need to be repadded, etc. Discuss that upholstering furniture might develop into a "family hobby" and at the same time help redecorate a home "on a shoe string."

RENOVATING FURNITURE

Discuss the statement, "There's a trick to furnishing a home to look like a million dollars when the bank statements report next to nothing in reserve." Point out that the trick might be in cultivating one's imagination and ingenuity and training one's eye to notice small but tasteful furnishings that can be copied easily or adapted to another use. Recognize a hammer isn't nearly as frightening once used to turn an old bench into a coffee table. Begin a portfolio on "Bright Dollar Saving Ideas" for revising and adapting furniture, such as:

- Old night stand may become a drawer unit for modern desk by removing legs and adding modern ones and adding a piece of 3/4 inch plywood for top.
- Grandma's washstand can be up-dated by cutting legs flush with apron and removing towel rack. Refinish or paint washstand. Refinish or replace hardware.
- Round dining table may be sawed off to become a coffee table. Refinish top or use laminated plastic for top or some other finish that would be in keeping with other furnishings in the room or cover with marble.
- An iron elevator door with a marble slab may be braced by an angle-iron base to become a bench. (Materials might be secured from a wrecking company.)
- Low chest can be converted into a bench by adding a coat of paint and colorful foam cushion.
- An old sewing machine, minus its treadle, makes a wrought iron base for a table. Use a piece of oak slab 54″ x 18″ or a door for top. (Redwood, mahogany or birch.)

- A "wall-system" of built-in furniture can be made by using three or four chests. Saw bottoms off chests to equalize their height and set them on a platform and add new hardware.
- Porch columns from a wrecking company can be used as a base for a table. Use a solid panel door for top. Paint and spray with plastic.

Study the different kinds of cover-up materials that might be used in renovating furniture such as wood, wood substitute, wallpaper (use under glass), marbleized floor tile or adhesive-backed vinyl wall tile, vinyl coated cork tile, vinyl asbestos, embossed vinyl, leather, etc.

Visit secondhand store and keep an eye open for furniture at home that might be made into a treasured piece. Reflect on the feeling when someone expresses his admiration for the "extra touches" of beauty in a home when one can reply, "I made it myself." Analyze the statement, "making something out of nothing." Recognize that in renovating or refinishing furniture it usually takes "something basically good" to come out with something that is in keeping with one's needs, preferences and concept of design.

Generalizations

Changes in society and in individual and family life cycles influence the demands made upon housing and the quality and quantity of furnishings needed.

The selection of furniture in relation to needs, personal preferences and one's concept of design tends to personalize furniture.

Values, goals, family composition, patterns of living, available funds and space influence the kind and quantity of furniture acquired by an individual or family.

Rational decisions in selection, use and care of furnishings are dependent upon the user's being informed on the design, materials and construction.

Decisions in regard to refinishing and renovating furniture depend upon one's interest and the available human and material resources.

CONCEPT: PROCESSES IN CHOOSING TODAY'S HOME

OBJECTIVES: To help pupils to:

I. Recognize the reflection of the social organization and cultural values of citizens in neighborhood and community developments.

II. Understand the relationship of the needs, wants and resources of families to the selection of housing through renting, buying, building or remodeling.

CONTENT	and	LEARNING EXPERIENCES

III. Be able to select or plan space organization in housing in keeping with individual and family requirements.

IV. Recognize materials, building processes, safety and comfort features in relation to needs, wants and resources of the family.

CONTENT	and	LEARNING EXPERIENCES

CHOOSING THE NEW ADDRESS

Consider that the question, "Where do you live?", may lead one to go there and perhaps ultimately lead to the altar. Recognize that the question then is, "Where shall we live?" Consider that in getting married one marries not only a man but his family also, and in choosing a place to live one not only chooses a home but neighbors and neighborhood. Identify ways in which aspects of daily life may be influenced by the neighbors, such as dropping in unannounced, borrowing, views from the backyard, associations with neighborhood children, fence building on property lines, noises from loud TV's, barking dogs, etc.

Recognize the influence of neighbors in the establishment of values in relation to recreation, education, aesthetic expression, spiritual values, etc. Discuss other factors which are considered by many families in choosing the new address, such as the social comforts of living near or among people of similar tastes and preferences and the influence of "an address" in relation to one's goals. Recognize that the "new address" chosen includes a social neighborhood and a real estate neighborhood. Discuss the statement by Confucius, "The value of thy property dependeth upon thy neighbors." Discuss that real estate experts may be less philosophical than Confucius, but today the neighborhood is rated the greatest single influence on the market value of a house. Recognize that the neighborhood is a major influence on the mortgage terms and is of prime concern in maintaining house resale value.

Recognize how zoning ordinances and building restrictions affect the size and quality of houses the family will be able to have within a given neighborhood. Consider how other houses in the area influence design and construction which may result in similarity. Point out that when choosing the new address, zoning board officials can provide information on zoning for the area, such as whether it is zoned for one-family houses; multi-purpose housing; commerce or industry; or whether any down-zoning is anticipated. Recognize that projected plans for a neighborhood in relation to highways, shopping facilities, industrialization, schools, paving, etc., will influence family housing in the neighborhood.

Discuss considerations of family needs and wants in relation to factors, such as: schools, public transportation, automobile travel to work, shopping facilities, churches, medical and recreational facilities. Discuss factors for consideration in relation to services and improvements both present and future, such as: condition of the paving (curbs and sidewalks), type of street lighting, accessibility of fire hydrants, trees and plantings in public areas or parkways, water service, and types of sewers available (sanitary and storm).

Recognize that whether a family builds, buys or rents or lives in mobile homes, the selection of the new address will determine the family setting, the people who live near, convenience with which one reaches other places and future possibilities for improvement and development.

Generalizations

Neighborhood and community developments reflect the social organization and cultural values of citizens.

The family affects the neighborhood and its environment and, in turn, is affected by the neighborhood and its environment.

CONTENT	and	LEARNING EXPERIENCES

CHOOSING TODAY'S HOME IN RELATION TO FAMILY NEEDS, WANTS AND RESOURCES

Reflect on how many "actual" hours people spend in their home, carrying out activities such as: eating, sleeping, studying, lounging, playing, etc. Discuss reasons for choosing a house that is sized, styled, priced and located in keeping with family wants, needs and resources since housing is a large cost item in the family budget as well as a major influence on the well-being of the family. Recognize how choice of housing involves a "thinking through" process in order to make a rational decision among the many alternatives. Consider what is included in rational decision-making in relation to family housing, such as: setting goals based on family needs and wants; considering resources (money, property, abilities); getting information (from reliable sources); considering alternatives; and making a decision.

CHOOSING HOUSING FROM THE ALTERNATIVES OF:

Renting
Buying
Building

Look at the classified ads to observe the available housing. Notice how available housing falls into categories, such as: rentals(rooms, apartments, duplexes, houses); houses (used and new); and lots on which houses may be built. Recognize that one's choice among the alternatives involves weighing factors related to; family mobility; stage of the family life cycle; stability of family income; amount of family income in relation to other needs and housing costs; family values; etc.

CHOOSING TO RENT

Discuss how a consideration of both the favorable and unfavorable conditions relating to renting helps one make a rational decision in choosing between the alternatives of renting or owning a home. Clarify conditions which may be favorable to renting, such as:

- Not tied to a job because of a house.
- More flexibility and adaptability possible in regard to health or changes in the family.
- Permits moving to more expensive or less expensive house if income changes.
- Permits moving if there is a promotion or change in work requiring a move.
- Permits moving to adjust to the expanding or contracting family.
- No depletion of family funds to make down payment.
- No loss of capital through decline of property values.
- A temporary reversal of funds will not result in endangering equity in a house.
- No responsibility or worry related to taxes, insurance and repairs.
- No long-term indebtedness.
- Provides experiences which may help one judge a house when buying (in relation to size, room relationship, site and location, storage, heating and cooling, plumbing, size of yard, etc).
- May be obtained furnished when an investment in furniture is not desired.

Identify some of the conditions which may be unfavorable to renting, such as:

- Difficulty in getting needed repairs on rented houses.
- Nothing to show for years of housing expenditure.
- During periods of housing scarcity there may be difficulty in securing a house the family can afford.
- Houses may be sold while under rental.
- Rental may not be available in the neighborhood desired.
- Landlord may be unduly exacting in demands.
- May contribute to a feeling of instability.

Study the ethics involved in renting. Consider the meaning of landlord as "lord of the land." Discuss responsibilities of both the tenant and the landlord.

Study the meaning of leases. Examine leases to see what is involved. Recognize the legal aspects of leases. Consider how failure to read and understand the terms involved (including the fine print) before signing the lease may result in dissatisfaction.

CHOOSING TO OWN ONE'S HOME

Recognize that six out of ten American families own their own homes and the number is increasing. Consider why many people choose to own their homes, such as:

- The family has a house to show for the payments.
- Home ownership helps provide a feeling of family security.
- The responsibilities of ownership in meeting taxes, making financial arrangements and payments help develop business judgment and skill.
- The home owner has greater freedom without interferences of a landlord.
- The home owner has opportunity for individual expression and activity.
- Owning a home may contribute to ego satisfaction and prestige.

Recognize that buying a home is the largest single financial investment most families ever make. Consider the commensurate rewards in relation to: the increasing equity with each mortgage payment; only taxes, insurance and maintenance remain when the mortgage is paid off; home may be worth more than its initial price after years of living in it; and dividends in family satisfactions from home ownership.

Recognize how through "population explosion" the number of people is increasing but the amount of land area remains the same. Consider how in recent years the cost of property has been upward while mortgage payments have remained the same and rental has increased. Consider how long-range mortgages enable young couples to buy a home and pay for it in installments proportionate to rent. Discuss how the home owner may be motivated to make home improvements, contribute to community betterment and to assure citizenship responsibilities.

CHOOSING "HOW MUCH" HOUSE

Discuss why family dreams meet reality in the market place in relation to deciding "how much" house. Consider why decisions as to "how much" house involve deciding "how much"

in relation to "how much" it will cost. Consider the factors in deciding "how much" house, such as: number in the family; age and sex of family members; family interest and activities; family goals, values and standards; stage in family life cycle; the family's concept of design; family income; income stability; etc. Recognize that no "rule of the thumb" formula can be applied to help families decide how much house to buy for their family in relation to income since each family is unique and each has its own set of considerations. Recognize how a consideration of other goals, such as education, cars, health maintenance, recreation, responsibilities for aging members of family, ordinary "ups and downs" of life, etc., may help a family decide realistically on "how much" house. Recognize that building for anticipated family needs may be more economical than planning too little space and having to sell and rebuy or add to the house later. Consider how a family may realistically consider the kind and amount of housing space to be bought in relation to the amount of money available and its purchasing power.

Recognize how the process of deciding "how much" house involves assessing one's financial resources; determining cost which can be afforded; determining amount of loan needed; and how much house can be obtained in view of needs in relation to resources. (Refer to Financing a Home in Housing Unit of Specialized Home Economics.)

Generalizations

Rational choice of location and site of housing involves consideration of needs and desires, climatic conditons, availability of desired services, and activities of the individuals or family.

The decision of whether to own or rent a dwelling requires weighing of the psychological and financial advantages and disadvantages from the immediate and long-term viewpoints.

Limiting factors in the selection of housing are scarcity of dwellings on the market, high cost of materials, inadequate financial resources, governmental restrictions and lack of information.

Rational decisions made about selecting, building or remodeling a house are influenced by ability of a family to analyze its needs, to recognize areas in which assistance is needed and to use sources of reliable information and professional services.

SELECTING THE HOUSE DESIGN AND INTERIOR PLAN IN RELATION TO THE FAMILY

Recall that houses are for people (Basic Home Economics). Recognize that housing design begins with people—either with what they are or what they wish to become. Consider how designing housing for people is a different concept from beginning with four walls, subdividing the space, putting furniture into it, and lastly moving in the family. Contrast this method of planning housing with the "people" concept which means beginning with the people who are to occupy the house and wrap around them (plan) the space, furnishings, equipment and environment in keeping with their wants, needs and resources.

Consider how the art concept, "form follows function," applies to the selection of housing design and interior plans. Think through and discuss the functions which most families in the American culture expect their houses to perform for them on an "individualized family" basis, such as:

- Protect the family and possessions from animals, enemies, elements and from the intrusion of friends, neighbors and strangers. (Orient the house to: take advantage of natural breezes; protect from or make use of sun rays; provide insulation and systems of heating and cooling; provide trees, shrubs in view of need for wind breakers, shade or to remove trees too close which may endanger a house; locate "view" windows of most used living areas away from streets or neighbors; provide fences or shrubs to screen out the "searching eye.")
- Provide a safe and healthful environment. (Eliminate hazards which may cause accidents in and around the house and provide safety and health measures, such as: gates at open stairways, well-lighted stairways, step-downs, hallways, basements and closets; light switches conveniently located; heating and ventilation designed to prevent asphyxiation; doors large enough for a wheel chair to go through; grab bars on bathtub; protected swimming pools and sunken gardens; handrails on stairs; location of play area for safety; large enough opening to attic to permit access in case of fire; etc.)
- Provide a setting conducive to family relationships and human development. (Provide space and facilities to permit family members to be together when they wish to be and to be alone when desired; provide for "auditory" as well as "visual" privacy; plan circulation routes within the house and to the outside to permit private activities, group activities, work activities, sleep and rest wthout interruption; provide sufficient storage space and facilities to maintain order; create the mood and atmosphere through design in keeping with the tastes of family members; etc.)
- Provide for production, creation and leisure activities. (Provide space and facilities for productive activities, such as preparing and serving food, food conservation, home sewing, operation of utilities, etc.; provide facilities for hobbies and leisure in keeping with family preferences and habits.)
- Provide qualities of comfort, convenience and utility. Consider that these qualities mean different things to different people. (In general the provisions may include: comfort in heating and cooling; easily operated windows, doors, faucets, drawers; work surfaces of height which permit "good posture"; organization which permits "near at hand and easy access"; short and unimpeded circulation routes; convenience outlets located near area of use; doors located so as to not interfere with furniture or other doors when opened; provision of storage space designed for objects to be stored and located near place of first and most frequent use; coat closets near exits, work space and facilities arranged to minimize steps and facilitate body motions; etc.)
- Fulfill individual and family values. (Provide housing in keeping with what the family holds as "important", such as: beauty, status, privacy, efficiency, security, economy, family centeredness, health and safety, individualism, etc.; fulfill values of families, such as: providing a place for flowers for those who value beauty in flower gardens, a porch for those who value being outside, columns for those who view them as a status symbol, etc.)

- Fulfill individual and family desires and goals in keeping with resources. (Achieve what the family wants for now and the future in housing in accordance with what can be afforded in style of house, size of house, special features, colors, building materials, site, lot, neighbors, etc.)

Discuss how form (design) follows function (use) when the family expectations of use are interpreted in relation to the specific family. Analyze families in relation to the people who comprise them (old or young, men or women or children, blood kin or unrelated individuals). Recognize how "housing for people" may be likewise applied in households ranging from one person living alone to multiple numbers in a retirement home, sorority house or dormitory. Consider how form may follow function in house design when families take account of their pets as well as their family members in planning in relation to health, safety, privacy, protection and convenience in housing.

EXTERIOR DESIGN "INDIVIDUALIZED" FOR FAMILIES

Discuss how the exterior design may reflect a family's "inner plan for living" when a house (bought or built) is "individualized" for a family. Consider how the "style" of the house selected may be influenced by: the family's taste; building materials to be used; preference for a one-story, two-story or split level or duplex house; climate; zoning regulations; traditions in the community; type of furniture to be used; lot on which it will be located; money available; etc. (If desired, different style houses may be studied, such as: English, French, Colonial, Contemporary, bringing out the historical significance and current use.)

Relate the principle, "form follows function," to the planning or selection of the exterior design of a house. Recognize that according to architectural theory, function is an integration of purpose and form to achieve beauty. Discuss form as the organization of structural elements. Recognize that design is the end product of the organization of the basic elements of line, shape, texture and color. Observe houses and pictures of houses and analyze the ways in which line, shape, texture and color have been used to achieve the form, function and beauty desired in relation to the location (site, contour of land, trees, shrubs, etc.). Discuss the interior designs which do not seem to achieve beauty and analyze what seems to be the cause in terms of the organization of the art elements (line, shape, texture, color) in relation to the principles of design (emphasis, proportion, balance, rhythm).

Recognize how selecting the design of the house (to be bought or built) offers opportunities for creativity. Consider how house design may be changed through different windows, color, shrubbery, shutters, awnings, addition of carports, patios, etc. Study the house designs of actual houses and pictures of houses to analyze the relation of form to function in the design. Observe the use of wide eaves and consider their function in keeping rain, sun and wind from deteriorating the home. Recognize the function of roof gutters and leaders and consider how their placement may effect the house design. Consider the function of eaves in locating exterior lighting for purposes of illumination and design effect. Observe shapes of roofs, chimneys, carports, and other features and analyze the extent to which the design follows the purpose for which they are to be used.

EXTERIOR DESIGN—"SELECTING DESIGNS OF WINDOWS AND DOORS"

Consider the effect of windows and doors (type, size, shape, spacing) on the exterior design of a house. Recognize that windows and doors are integral parts of the structure or form of a house and have functions to per-

form, both in usefulness and decoration. Identify and discuss factors to consider in selecting *windows*, such as: their contribution to the exterior design; their contribution to the interior design; ease of opening and closing; maintenance; ease of cleaning; heat loss or heat intake; insulation; ventilation provided (if needed); etc. Discuss changes in window use and styles in recent years since the advent of temperature conditioning in houses, artificial lighting and changes in exterior and interior design and discuss use of the various styles in houses. Identify kinds of *windows*, such as:

- *Windows named in relation to their position* in house structure, such as "bay," "corner," "dormer."
- *Double-hung windows*—(Have two sashes and one or both may slide up and down.)
- *Casement windows*—(The window sash is hinged at the side to swing inward or outward. A handle, push bar or crank is used to open and close the window. Useful in catching in air.)
- *Awning*—(Window is hinged at the top and opens outward "like an awning." May be in one piece or unit or may have several sashes.)
- *Jalousie windows*—(Made up of a series of small horizontal slats like a venetian blind which are held together by a metal frame; the slats open outward in unison by a crank operation; difficult to keep clean and tend to leak air.)
- *Horizontal or strip windows*—(Usually set high off the floor; may be sliding or awning types; preserve wall space for furniture groupings; provide privacy and ventilation; may be a safety hazard in case of fire; little outside view is possible from them; less yardage may be needed for window treatment.)
- *Picture windows*—(May frame an outside view or an interior view [Christmas decorations]; may consist of fixed panes [one large and several small ones] or a fixed pane or panes with movable sections on one or both sides.)
- *Sliding windows or doors*—(May be large or small; a centrally located handle controls the sliding action; screens may be clipped to outside of the frame when sliding glass doors serve both as a window and door.)
- *Slanting windows*—(Commonly called Cathedral windows; angle at the top to follow roof pitch.)

Study the contribution of *doors* to the use and design of a house. Consider the variety of styles of woods from which one may choose for the use and design desired. Discuss the compatability of door styles with style of house. Identify the flush door and the panel door. Discuss how the flush hollow-core door as attained wide usage in contemporary housing. Discuss the design of panel doors and their use for traditional and colonial houses. Study how door trim and hardware may influence door design to create the desired effect.

EXTERIOR DESIGN—"SELECTING BUILDING MATERIALS"

Study building materials and consider how they may contribute to both function and design. Include the study of wood (pine, hardwoods, redwood, cedar, etc.); brick (old and new) in different sizes, shapes, textures and colors; concrete and concrete blocks (including the creative possibilities possible through use of decorative blocks); siding (wood, aluminum and asbestos); ornamental iron; metal and plastic sheets; marble; tile (quarry and ceramic); rock; stone; terrazzo; etc. Identify

new materials which have been developed through technology. Consider how keeping up with the new as well as knowing the attributes of the old may help in making rational decisions when selecting building materials when building, buying a ready-built house or remodeling.

Study how building materials may be combined to achieve unity through variety in design. Identify and discuss factors influencing the selection of building materials in addition to design, such as: performance, ease of maintenance, life expectancy, ease of installation, cost, etc.

EXTERIOR DESIGN—
"SELECTING THE COLOR PLAN"

Study color in relation to exterior design as a basis for selecting house colors which are compatible with the material to be used; in keeping with the family taste; and in harmony with the location and surroundings. Observe the use of color in the exterior design of actual houses and pictures of houses in relation to: focal points, relation to architectural features; compatability with building materials; use in achieving feeling of spaciousness; adding apparent length or minimizing ugly architectural features; compatability with the style of house (colonial house with a red door would seem incompatible); colors of neighboring houses; etc.

Experiment with exterior designs of houses using different textures and color and analyze different effects with contrasting trim; various ways of achieving emphasis on focal points; methods of minimizing architectural features; ways of adding or reducing apparent size; etc.

EXTERIOR DESIGN—
"CRITERIA FOR JUDGING"

Set up some guides or criteria which may be helpful in judging the qualities of exterior design in relation to the individual family, such as:

- The character of the exterior expresses the family's inner plan for living (formal casual, modern, traditional, dignified, free and easy, adventuresome, conservative, etc.)
- The exterior is in keeping with the environment (related to the site, climate, neighbors and general culture of the neighborhood).
- The materials and construction are "honest" and in keeping with cost.
- The exterior is visually pleasing (line, shape, texture and color unified in keeping with principles or art to achieve unity through variety).
- The exterior is consistent with the floor plan (consistent in space, feeling and style; for example, Georgian architecture and low interior ceilings are inconsistent).

Generalizations

Design is the end product of the organization of the basic elements.

Form refers to an organization of structural elements in which a designer has expressed his conception and vision.

Generalizations Cont'd.

Function as it is understood in architectural theory is an integration of purpose and form and at its highest level beauty is integral.

Designing any aspect of housing offers opportunities for creativity.

The design of housing is affected by individual and family life cycles, locality and site, the materials and methods available, and the ability of the designer.

SELECTING THE INTERIOR HOUSE PLAN (FLOOR PLAN)) WHEN BUYING OR BUILDING

Discuss the meaning of the statements, "I want a big house," or "I want a small house." Consider what may come to mind in relation to "big" and "small" houses, such as lots of rooms, big rooms, a big attic, a big basement or small rooms, few rooms or a convenient house. Consider how a house may be big but have only a few rooms but rooms so big they may be difficult to heat, require a lot of furniture and make many steps necessary. Consider how a "small" house may have several rooms arranged for compact but satisfactory living because of the arrangement of the space. Recognize how small houses may be too small for both furniture and people. Consider that some families prefer or need many rooms although each may be small while other families may prefer fewer and larger rooms or many large rooms. Study guides for families when selecting interior house plans, such as:

- *Consider the way the family wants to live* (interests and customs)—Unique ways in which the particular family wants to carry out the routine and special activities, such as living, sleeping, feeding, working, storing, hobbies, recreation, entertaining, etc. (The family's unique ways of living will influence the number and size of rooms and their relationship to each other.)
- *Take the long view*—Taking account of not only the present and immediate future but also the middle and later years in life (if the expectation of the house is life service); or the resale or rental value of the house (considering the foreseen and unforeseen occurrences or conditions which may bring the family to sell or rent the house).
- *Decide on the use of cubicle plan* (conventional style with separate rooms), *open plan or combination of plans*—Design theories from which to choose according to the purposes of the family and the way they prefer to live (separate rooms for dining, cooking, living or a combination; open type dormitory rooms for sleeping or rooms distinctly separated; combination family rooms, sleeping and dining or separate rooms; etc.).

PROGRAMMING THE FAMILY REQUIREMENTS INTO THE HOUSE PLAN

Discuss the programming of the family requirements into the house plan (whether building, buying or renting). Identify family requirements as the kinds of space and use of space to be provided for the family's "everyday" and "special" living, considering number in family, sex and ages of children, number of expected children, stage of family life cycle, family interests and activities, family budget for housing, furniture to be used, status expectations or requirements, etc. Study how family requirements may be built into the floor plan, including procedures, such as:

- *Decide on the "use" areas* of the house in relation to family requirements—The use areas may be many or few according to the family's requirements or pattern of

living. The "use" areas may include living, dining, sleeping, bathing, entrance, service, garbage, garage, study, music, library, recreation, shop, etc.

- *Give priority ratings to the "use" areas* in order to decide "first things first" in case all areas might not be found in a house to be bought or may not be afforded in a house to be built.
- *Map out the space requirements* for the "use areas" deciding which will be in separate rooms and which will be in combination. Through skillful arrangement and location of doors, windows, closets and fireplaces, more usable floor area and wall space may be obtained.
- *Section "use" areas into zones* in order to achieve the desired room relationship. Separate the areas into: noisy or quiet; group activities or private living; work or play; etc. (according to family desires.) Group the zones in relation to functions of rooms (bedrooms, bath, storage to be near or away from kitchen, dining and service; living, dining, kitchen to be near or away from play area, and nursery; etc.)
- *Locate traffic arteries* to come logically "between" use zones and not "through" them in order to provide both circulation and privacy. Locate traffic routes to permit entry to any room without going through any other room except a multi-purpose space. Short routes from "here to there" reduce steps, simplify housekeeping and contribute to room relatedness in achieving unity in family living. Keeping doors close together and near corners of rooms shortens traffic paths and provides space for furniture. Provide short routes from indoors to outdoors that are protected from the weather; an entry hall that distributes traffic to all areas contributes to circulation and privacy. Locate the doors of bathrooms to provide privacy considering view as well as traffic from other areas.
- *Decide on room sizes and shapes* in order to provide the space needed for furniture and traffic in relation to the expected use of the rooms. Both the usable and apparant size of rooms are influenced by actual square footage; shape; location and sizes of doors and windows; relationship to other rooms; landscape; and treatment of walls, floors and ceilings. The use, size and character of the room may influence the choice of room shape. Square rooms, except for dining rooms and for some bedrooms, present problems in arranging furniture. Rectangular rooms with proportions of one to one and one half (10 x 12, 12 x 15, 16 x 20) or one to one and seven tenths (5 x 8, 12 x 18) tend to allow flexibility in arrangement of furniture without being "corridor-like" as may be true in long slender rooms, such as 10 x 20 or 1 to 2 proportion. For dual or multi-purpose rooms, L-shapes provide alcoves for conversation, dining, study, work areas, etc. Other shapes, such as circles, trapezoids and other non-rigid straight line shapes may bring variety and function when planned in keeping with a desired goal.

"LIVING IN THE HOUSE PLAN"— A MEANS OF EVALUATION

Discuss how mentally "living in" the house plan may help one plan the house in relation to expected use and help avoid costly mistakes. Select several plans and evaluate them according to case families, following the procedures for programming family requirements into a house plan. Color noisy areas red and quiet areas blue and study the pattern made. Recommend changes where needed. Using a colored

pencil, trace the traffic routes within the house (room to room) and from the inside to the outside. Recommend needed changes. Test the sizes and shapes of rooms and location of doors, windows and closets, using cut-out furniture or paper blocks scaled to furniture size. Move the cutouts around to achieve the desired arrangement. Consider furniture arrangement in relation to possible changes in doors, closets and windows when evaluating a floor plan for building a house.

Consider furniture heights as well as width and length in relation to room elevations in order to evaluate window heights in relation to furniture arrangements and to evaluate the possibilities of balancing furniture heights and windows in the room. (Refer to Basic Housing.) Select various activities in relation to family living and imagine carrying them out in the house according to the particular plan under study. Change the plan to fit the needs of the case families. Recognize that changes can be made on paper more easily and with less cost than in brick, mortar, plumbing and roof lines.

LOOKING TO THE FUTURE WHEN SELECTING A FLOOR PLAN

Recognize that the future of any family may bring changes which make the prediction of housing needs only a measured guess. Consider how planning or buying houses that provide flexibility may enable a family to cope with the unforeseen circumstances, such as: changes in family patterns; limited finances; decline in health; additional family members (infants, aging members or young married couples); business opportunities which make selling or renting necessary; etc. Recognize how flexibility may be obtained through selecting a plan that may be adaptable to change through additions, partitions or elimination of partitions. Consider how a house that is indvidualized to the extreme may not be easy to sell or rent. Consider why the anticipated additional space needed may be cheaper to buy or build in the initial purchase than adding it later, considering inflation, relatively high costs of "small jobs," etc.

RELATING THE EXTERIOR TO THE INTERIOR PLAN OF THE HOUSE

Consider how the family that buys a house has the opportunity to see the whole house before deciding to purchase while the family that builds can only imagine how the rooms and the house will look. Discuss how "imagining" a house on paper may help on decide on the plan to be used through visualizing the texture, color and proportions of the exterior and the location on the lot as well as visualizing the furnished interior. Discuss how a study of elevations as well as the floor plans may help a family foresee what the completed house will be like and avoid disappointments. Study how both floor plans and the lot may influence the shape of the house, depending on which has priority in the planning. Examine house plans of square, rectangular, L-shaped, T-shaped, V and H-shaped, diagonal and curved plans to see the relationship of the shape to the floor design.

ORIENTATION OF THE HOUSE ON THE LOT

Recognize how the orientation of the house on the site (lot) influences its beauty and function. Discuss lot orientation as a consideration when both building and buying a house. *Define orientation as the relationship to the environment* including the sun, wind, view, size, shape and slope of lot, relationship to street, trees, rocks, water, etc. Study how orientation influences family satisfactions with a house in relation to the directions the rooms face; location of windows in relation to sun; drainage; placement of house on the lot considering street, driveways, lawn space both back and

front and nearness to neighbors; etc. Study and apply to case situations guides for orientation of house and site, such as:

- Choose the preferred view for group living.
- Locate bedrooms for privacy.
- Locate bathrooms and utility rooms for convenience since privacy may be provided by high windows.
- Locate carports or garages accessible to street and house entrances.
- Locate house to allow water drainage away from house.
- Space house on lot to provide yard area (back, front or side) in keeping with family preference.
- Consider western and eastern sun in relation to location and use of rooms.

CHOOSING TO BUY A HOUSE

Old or "used" house
New house
Mobile homes

Discuss how the decision to buy a house rather than to build calls for a choice of what kind of house to buy. Recognize that a house like other products is a commodity that can be bought and sold but is unlike other products in that it has a fixed location (except mobile homes), is "individualized" instead of standardized and there is no "bluebook" from which prices may be quoted in the used housing business (as is true with automobiles).

Identify the kinds of house on the market from which the buyer might choose, such as old or used homes, new homes and mobile homes. Recognize that choices are limited by the available houses on the market at the time the buyer is seeking a house. Study the real estate ads and notice the ways in which the houses are described in an effort to sell them, such as: brand new; recently decorated; nearing completion; very spacious; full bath; well-cared for lot; almost new; eat-in kitchen; towering shade trees; freshly painted; central air conditioning; comfortable frame home; the "it" home; etc.

Observe which of the "for sale" houses in the ads are listed under a real estate company's name and which are for sale by the owner. Recognize that the real estate broker (realtor) is a person who is licensed to deal in real estate for pay. Study ways in which the broker may be helpful in helping a person find a house to buy (or rent) and in handling the red-tape details involved in the sales transactions. Study how owners who wish to sell their homes through a real estate agency may "list" their home with one agency or "list" it under multiple listings. Recognize that this service is paid for by the owner and not the buyer; however, it may be included in the overall purchase price. Discuss how a realtor is in a position to show the buyer many different houses from which to choose which widens his choice from the few houses available for sale by "the owner." Recognize how the realtor may be of assistance to the buyer to the extent that he knows what the buyer wants in size, special features, neighborhood, overall cost and the down payments and monthly payments the buyer is prepared to pay.

BUYING AN OLD HOUSE

Discuss how the "vintage-year theory" may be applied to the buying of an old house. Discuss how knowing the year of its birth may serve as a guide in spotting flaws peculiar to that year; for example, houses built in the 1920's were structurally sound but mechanically poor (poor heating, plumbing and wiring); houses improved in the 1930's, particularly after FHA was created in 1934; houses built in 1940 and 1941 were "the best vintage years," they

reflected improved materials and skilled labor; houses built during World War II were considered temporary housing (1946 had an acute material shortage); houses built after 1947 were "better years."

Recognize why the age of a house might not be a limiting factor in one's choice, since some old houses have been the object of "loving care" from previous owners. Recognize the older a house, the more likely that repairs will be needed. Discuss how families may determine the "true" total cost of an older house by estimating the cost of repairs and improvements needed, plus the sale price of the house. Discuss reasons why some families select an older house than a new house for the same money; located in an established neighborhood; located near schools, churches and stores; stable taxes usually; established lawns and trees; etc.

Consider some of the common flaws of an old house, such as: old-fashioned kitchens, inadequate bathrooms, inadequate wiring and lighting, inadequate storage; inadequate heating and cooling systems, termites or wood rot, etc. Recognize that only two or three defects may be present in a typical older house and these are not likely to be severe in a house less than ten years old. Discuss why prospective buyers of a used house might need the help of an expert in checking the house. Identify features evident to a person, such as: design of the house, arrangement of the rooms, condition of exterior paint, type of storage, condition and arrangement of kitchen cabinets, etc. Study "shopping tips" when buying a used house, such as:

- *Check for type of wiring*—Look for a three-wire, 240 Volt, 100 ampere capacity main electric board. Check the number of electric outlets, switches and types of lighting fixtures throughout the house.
- *Check for termite damage and wood rot.*—Employ a termite expert if needed. (Many lending agencies require this before they will approve a mortgage on an old house.)
- *Observe type of heating and cooling system installed.*—Turn on the system in order to listen for operating noise, determine the amount of time it takes the house to become warm or cool. Find out the name of the dealer that services the system and ask him about the kinds of repairs needed, the age of the system, etc.
- *Check structure of house.*—Look carefully at the squareness of the exterior walls, for level windows and doors, and for a level floor. Notice if doors line up easily with their frames.
- *Observe plumbing fixtures.*—Check for inadequate water pressure which may be due to clogged or corroded pipes. Turn on the bathtub and sink faucets and flush the toilet at the same time. (If the water slows down to a bare trickle, you may expect plumbing trouble.) Check with water company to find out if the street pressure is adequate. Find out if there is a septic tank or a city sewer. Find out when septic tank was last cleaned.
- *Check roof and gutters.* Determine kind and age of roof. Check inside walls for signs of leaks. Check gutters and downspouts.
- *Check for insulation.* Determine kind, amount and adequacy.
- *Check type of hot water heater.* Look for signs of rust or leaks.
- *Check basement for dampness.* (The usual signs of wetness are stains on the walls and floors and flaky cement on the walls; signs of rot in the wood ceiling beams and the framing around the foundation walls have a mottled look.)
- *Check on installations for gas or electric range.*

- *Check on conditions of kitchen sink, counter and cabinets.*

BUYING A SHELL HOUSE

Recognize that the "shell house" is what the name implies—a shell consisting of a completed exterior house shell (rough flooring, exterior walls, windows, doors and roofing), the interior is bare except for interior partition joists and roof supports. Point out that the buyer is responsible for the installation of the heating, wiring, lighting and plumbing as well as the finished flooring, ceilings, insulaton, interior wall surfaces, trim, cabinets, kitchens and bathroom equipment. Recognize that the buyer may do the work or sub-contract it. Recognize that some of the manufacturers of shell houses have several options, including a completed house, with the price increasing accordingly. Discuss some of the considerations in buying shell homes, such as: the interest rate, term of the loan and quality in comparison with other types of housing.

BUYING A MOBILE HOME

Discuss the statement, "If all mobile home families were brought together in one location, they would form the third largest city in the United States." Recognize that a mobile home is a movable or portable dwelling built on a chassis that may be connected to utilities; is without a permanent foundation; and is designed for year-round living. Recognize that a mobile home may have a living room; kitchen-dinette; one or two bathrooms, one, two or three bedrooms. Recognize that most mobile homes are fully equipped with sanitary facilities; living room, dinette and bedroom furniture; kitchen ranges; work tables; storage cabinets; refrigerators and draperies. Consider that some have air conditioning, automatic dishwashers and automatic garbage disposals.

Discuss reasons why some families choose mobile homes, such as: provides security for families in certain vocational groups (family may stay together because the home can be moved); gives a feeling of home ownership; acquire a home, furniture and appliances through a single purchase; etc. Recognize how when a family decides on a permanent location the mobile home may be used as a vacation home, a part of the permanent structure of a house, or a source of income through rental or sale. Discuss how the mobile home parks provide the same community facilities as furnished in the neighborhoods with conventional homes. Recognize that the monthly rental of the parking areas vary depending on the location and services available. Point out that a person may use an installment credit plan in paying for a mobile home.

BUYING A PREFABRICATED HOUSE

Discuss the meaning of "packaged houses". Recognize that the "package house" or "Prefab House" is a house whose components have been built in a factory and trucked to the site in pre-assembled parts and sections. Discuss how the "house package" usually consists of exterior walls with windows and doors already installed, roof and floor system, interior partitions, exterior siding, kitchen cabinets, appliances, heating and plumbing. Recognize that the degree of factory fabrication may vary with manufacturers. Discuss that the trend is toward more complete house packages, containing everything except cement, in order to eliminate costly on-site labor. Discuss the varying quality prefabricated houses and the varying price ranges. Point out that prefabricated houses are not available in every part of the country, since most manufacturers find it uneconomical to sell and ship these houses farther than 500-mile radius of their factories.

CHOOSING THE "NEW" HOME

Recognize how families may see a ready-built house for sale that they like and decide to buy it rather than to build or they may decide to buy and then search for a style and location in keeping with family needs. Identify shopping tips for families as they "shop around" for the new house, such as:

- Study ads to help decide on houses to be visited and to identify realtors or owners to be contacted.
- Limit shopping to houses that can be afforded.
- Keep a record of most promising houses visited including notes of special interest.
- Secure a copy of floor plan of "most promising" houses in order to analyze its use in relation to the family pattern of living and kind and amount of family furniture.
- Analyze floor plan in relation to the family's pattern of living.
- Consider size and shapes of rooms, location, size and number of windows and doors in relation to expected use.
- Evaluate relationships of rooms, considering circulation routes, location of service areas and grouping of noisy and quiet areas.
- Evaluate storage facilities in relation to family possessions to be stored.
- Consider the number of bathrooms and the features of each (compartmentalized bathroom unit may help break the before-breakfast bottleneck).
- Check on location and layout of kitchen including size and design of sink; arrangement of work centers; cabinet type, size, material and finish; amount of counter space and kind of counter tops; kind of floor covering in relation to wear and care and comfort; electrical and gas installation for equipment and appliances to be used; equipment installed as a part of the purchase price (dishwashers, wall oven and cook-top, exhaust fans, disposal, etc.).
- Consider centers provided for eating according to family preferences.
- Evaluate lighting facilities and the heating, cooling and plumbing systems to determine adequacy for family.
- Consider the type of floors throughout the house in relation to wear, care and comfort.
- Study the exterior design both close up and from a distance considering: the materials; the roof line; color and materials of roof; design of overhang; kind and size of windows; entrances (protection and style); kind of trim; size of garage or carport in proportion to house; placement of house on lot; relationship of house to street; amount of and contour of lawn; landscaping; drainage; driveway; provisions for outdoor lighting; etc.
- Consider the exposure of the house to eastern and western sun in relation to function of rooms.
- Check the amount, brand and quality of equipment and furnishings included in the purchase price of the house, such as, water heaters, washers, dryers, kitchen equip-

ment, air conditioners, venetian blinds, carpet, draperies, etc.

- Secure technical expert to check construction details.
- Check on zoning restrictions.
- Consider possibilities of expanding house in relation to growth needs.
- Check on the reliability of the builder and the warranties that come with the house and equipment.
- Bargain within reason with owner or broker on the "asking" price.
- Remember the possibility of "morning after" panic or psychological depression after signing the papers which is a common feeling and does not indicate that one should get out of the deal if all investigations were made prior to buying.

BUILDING A HOUSE— "A CREATIVE VENTURE"

Recognize how the *building of a house* may be a creative venture for the family when the house expresses the family's personality; meets family needs and wants in an individualized fashion; is located according to family preferences; includes or leaves out features or extras in accordance with family values; etc.

SERVICES OF AN ARCHITECT

Recognize the purchase of a home as possibly the family's largest investment, which warrants thinking through all aspects and getting facts before making decisions. Investigate the services and charges of architects and compare them with the use of architect-designed plans adapted to family needs. Identify service of the architect to: design the house in relation to site and tailor-make the house to suit the family in space, style, features and cost; serve as consultant and technical adviser in the building; supervise the contractor in building the house; serve as the family's agent in dealing with the technical, legal and labor problems associated with the building; inspect building; etc. Recognize that the architect may be employed to perform all services in relation to the planning and building or some of them, such as, drawing up the blueprints and specifications. Recognize that a blueprint and a complete set of specifications are the basis for getting bids on cost of construction. Consider how the family may help the architect by describing how the family lives and their expectations of the new house in form, function and cost. Discuss how the architect may enlarge the vision of the family through designing alternative plans from which to choose and acquainting them with new materials and processes from which to choose.

USE OF A STOCK PLAN IN BUILDING

Discuss the use of a stock plan for house building when an architect is not employed. Identify sources of plans, such as lumber and materials dealers, home building magazines, newspapers, etc. Recognize the wisdom of planning what the family wants and needs before looking for a plan that fits them. Recognize that the blueprint is insufficient for building without a set of specifications which describe quality of materials to be used. Consider how the stock plan specifications may be changed to meet family preferences, such as pine flooring may be changed to hardwood, wall-papered walls may be changed to sheetrock, etc. Recognize the availability of FHA Construction Rules and Property Standards for families planning to use an FHA loan or for anyone interested in using these minimum standards as one basis for developing specifications for house to be built.

CONTRACTING FOR HOUSE BUILDING

Discuss the practice of obtaining bids from contractors or builders in order to get the

lowest possible cost. Recognize that bids are let on the basis of a blueprint and a set of specifications in order that all bids will be made on the same basis. Consider the wisdom of limiting the bidding to those contractors who are known to be reliable, recognizing that the integrity of the contractor is a major factor in home building. Study ways of contracting for the construction of the house, such as:

- Contract the entire job for a fixed or lump-sum contract.
- Contract for cost plus a percentage of the cost for the contractor's overhead and profit.
- Contract for the cost plus a fixed fee as the overhead and profit. (May or may not have a guaranteed maximum.)

DECISION-MAKING RELATED TO BUILDING PROCESSES AND MATERIALS

Recognize why building a home involves decision-making at each stage of the process. Consider how quality of housing is related to decisions made by the family in relation to design, materials and methods of construction. Discuss how decisions relating to materials and methods of construction are also "cost" decisions. Consider how advances in technology and changes in design (both theory and practice) make available a variety of materials and processes from which to choose in keeping with family preferences and resources. Discuss how rational decisions may be made when the family obtains information on characteristics of the materials and processes and considers all alternatives in relation to available resources before making a final choice.

Recognize how the total of the various decisions related to design, materials and processes of construction influence the form of the house, safety, maintenance and care required and the family's satisfaction with the house. Identify and discuss decisions in relation to materials and building processes which influence design, use, durability, maintenance, care, safety and cost, such as:

- Types of windows—in keeping with size indicated in the blueprint.
- Amount and kind of insulation.
- Brick type, quality, design, size and color.
- Siding for non-brick homes—wood, aluminum or asphalt.
- Wall surfacing—plastic wallboard, paneling or wallpaper.
- Kinds of flooring—hardwood, pine, linoleum, asphalt tile, cork, rubber tile, plastic flooring, clay tile (glazed or unglazed), ceramic tile, masonry (brick, marble, flagstone), troweled materials (concrete or terrazzo).
- Plumbing fixtures and fittings (permanent furnishings)—Cast iron is the top quality material for fixtures. Choices are available in a variety of styles and colors.
- Light fixtures to provide needed light as well as to contribute to the design and mood of the specific rooms. (Secure help from technicians.)
- Heating and cooling systems considering efficiency, cost of installation and cost of operation. (Secure help of technician.)
- Water heater—Kind of fuel to use, brand, model and capacity.

- Appliances considering fuel, guarantees and features (stripped down or deluxe).
- Doors considering purpose, quality, design, finish, etc.
- Hardware considering quality, expected wear and design (brass is considered top quality).
- Paint considering brand, type according to purpose, color, etc.

Study available building materials and construction processes (in depth) in keeping with needs of class members.

BUYING A HOUSE FROM A BUILDER (TRACT OR DEVELOPMENT HOME)

Discuss the increasing number of houses built and sold by a "merchant-builder." Identify these houses as tract or development houses. Recognize that these houses may be purchased for less money than comparable houses from a small builder because of: mass designing of the houses; buying materials on a large-scale; coordination of the trades in construction; development of large areas of land; use of production-line methods; etc. Observe housing developments in which houses are alike and other developments where the houses have more individuality. Recognize that many merchant-builders employ architects to design and locate houses to avoid uniformity. Study the sales method of merchant-builders using a model house as a display of the kind of houses which may be obtained. Consider how a family may select a plan and the merchant-builder builds it accordingly or may purchase a completed house.

Discuss how under some conditions buying a development house may involve some risks when: the contract calls for the delivery of a house "substantially similar" to a model house; not being able to see the lot it is to be built on beforehand; not being able to examine the exact house before buying; etc. Recognize that materials and equipment are usually of a minimum quality to meet FHA minimum construction regulations.

Recognize that some merchant-builders allow changes to be made in the basic plan and substitutions made in materials before the house is started and preferably before the deal is closed. Consider that some builders have a standard "changes and additions" list and the cost of each. Discuss how making changes before building usually costs less than making the changes or additions later, such as an additional bath, a carport or patio.

Discuss shopping tips when buying a development house, such as:

- Check specifications in the contract, such as: the amount of landscaping, insulation in walls and ceilings, wiring, heating system, waterproofing, termite protection, kind of wall paper, paint, kitchen and laundry appliances, etc.
- Find out if the builder or buyer pays for the street paving, water and sewer lines and sidewalks.
- Check the site and location of the lot before the house is built.
- Contact local zoning board officials for authentic information on the neighborhood being zoned for residential use only, amount of clearance required to the lot line, etc.
- Check contract for "extras" that come with the house, such as: the equipment, cornice boards, traverse rods, etc.
- Check the construction while the house is being built.

- Make a final inspection of the house before closing date, checking equipment, structural features, landscaping, etc.
- Get all necessary documents when the title is taken, such as: warantees from the dealers or manufacturers of the equipment and products used in the house; certificate of occupancy; etc.
- Get a copy of the house plans, including plot plan and location of septic tank system.
- Have lawyer to check the sales contract.

REMODELING A HOUSE

Recognize that "new houses for old" may be obtained through remodeling. Consider how the value of the house as a place to live (for oneself or for rent) may be enhanced through changed interiors or exteriors. Discuss obsolescence of houses recognizing that houses like people experience an aging process. Recognize that old houses may be restored to preserve the antique qualities of the original or remodeled to change the interior or exterior. Discuss reasons for rational decision-making when deciding whether the house is worth remodeling, considering the trouble as well as the "dollar and cents" cost in comparison to the expected results. Discuss possibilities of remodeling for renting purposes or remodeling the house for family living. Recognize that money cost might have priority over other considerations in remodeling for rental purposes. Discuss other values which might have priority over money cost when remodeling for family living, such as tradition, family ties, location, etc.

Study ways of remodeling homes ranging from remodeled storage or kitchens to a complete renewal. Look at "before and after" pictures of exteriors and floor plans and analyze changes. Look at pictures of exteriors or actual houses and visualize possible changes. Examine inconvenient floor plans and remodel them on paper. Study costs of accomplishing remodeling changes considering cost of materials, labor, cost of removing old construction. Recognize how plans for remodeling may be made and accomplished piece meal on a long-range basis when all remodeling needed cannot be attempted at one time. Recognize how costs of remodeling may be financed in the same ways as the purchase of a house. Discuss remodeling in progress in the school-community. Visit remodeled homes or those being remodeled.

Generalizations

Quality of housing is related to quality of design, materials and methods of construction.

Materials and methods used in construction influence the total cost of housing.

Advances in technology and change in design theory result in new building materials and methods of construction.

Knowledge of the availability and characteristics of materials and building processes provides a basis for making rational decisions concerning housing.

Generalizations Cont'd.

Materials and methods of construction influence the form of housing.

Efficient design of heating and cooling facilities depends on established technology.

CONCEPT: PROCESSES IN SELECTING EQUIPMENT

OBJECTIVES: To help pupils to:

I. Be able to make rational decisions in selecting equipment in keeping with family composition, values, goals, resources and patterns of living.

II. Select equipment in relation to the expected performance, serviceability and suitability.

III. Be able to locate, operate and care for equipment to achieve efficiency and safety.

CONTENT	and	LEARNING EXPERIENCES

EQUIPMENT PROGRAMMED FOR HOMES

Discuss why "pot watching" and "clock watching" days are gone forever. Study the rapid technological advances which are producing an increasing variety of equipment programmed for home use. Discuss how knobs, dials, push buttons and lights are designed to take the "guesswork" out of "housework."

FAMILY DECISIONS WHEN BUYING HOME EQUIPMENT

Discuss the role of equipment in the pattern of living of today's family. Recognize how equipment may serve as a "helpful hand" to the homemaker, thus releasing time and energy for other purposes. Discuss how money spent for "effort-saving" home equipment may be an investment in family well-being. Consider that equipment represents a large portion of the family's investment for housing. Discuss how the process of rational decision making may enable families to "think through" family composition, goals, values, needs, patterns of living, available funds, space and other resources when deciding whether to purchase and what kind of equipment to purchase to meet the families' requirements. Discuss the influence of these factors on the decisions. Discuss how information obtained on availble products including design, materials and construction in relation to expected use may contribute to the making of rational decisions when buying equipment.

SELECTION OF HOME EQUIPMENT

Major appliances
Small electric appliances
Household utensils

Discuss how equipment manufacturers are constantly alert to needs of homemakers in order to design equipment which they will buy. Consider how equipment is designed for color and beauty as well as for efficiency. Recognize how equipment may contribute to the

decor in interior design of the home. Identify classifications of equipment which families buy for home use, such as *major appliances, small electric appliances* and *household utensils.*

PROCESSES IN SELECTING MAJOR APPLIANCES

Identify *major appliances* as the larger and more expensive items of equipment, such as ranges, refrigerators, freezers, washers, dryers, ironers, vacuum cleaners, water heaters, etc. Recognize that all major appliances are available in models that stand alone and some appliances are available as "built-in" components, such as wall oven, cook-tops, central vacuum cleaning, etc. Consider that major equipment is a high cost item and is expected to last several years.

Recognize that an "informed" buyer is more likely to obtain equipment that will provide the durability and services expected. Recognize that following processes involving decisions based on information may help in obtaining equipment to provide the results desired. Identify and discuss processes in selecting major appliances, such as:

- Make some decisions before shopping around, such as: type of equipment wanted; approximate amount of money to spend for it; type fuel to use; location of the equipment; etc.
- Study non-commercial materials which give information on buying major appliances.
- Visit different dealers and compare features, prices, warranties and services of the different kinds, etc.
- Take notes on the different models including features, prices, warranties and services.
- Collect and study brochures, manufacturer's folders and labels to obtain information on finishes, dimensions, construction, special features, performance, care, etc.
- Observe seals, symbols and tags attached to the merchandise which indicate that the equipment has passed inspection and meets certain requirements of performance, construction and safety, such as the UL Seal of Underwriters Laboratories, Inc., Blue Star Seal of American Gas Association Laboratories, etc.
- Observe a demonstration of the appliance which seems to more nearly meet the requirements set by the family.
- Discuss with neighbors and friends experiences they have had with different models, keeping in mind that following instructions and care of equipment influence its performance.
- Study all information and discuss it with members of the family who have contributions to make to the decisions.
- Make a final choice based on considerations, such as: safety seal for the appliance; effectiveness of the appliance for the primary purpose for which it is purchased; ease of use; space needed in relation to space available; ease of cleaning and maintenance; design and color; durability; available servicing; reputation of the manufacturer and dealer for standing behind the articles they sell; warranty on the label (parts covered and who pays for the labor); etc.

Make field trips to appliance stores to study available major appliances. Request demonstra-

tions when time permits. Evaluate observations and other findings. Study major appliances in the home economics department. Demonstrate use and care of vacuum cleaners, floor polishers and waxers, ranges, refrigerators, washers, dryers, freezers, etc. (unless already done in the foods unit or other units).

PROCESSES IN SELECTING SMALL ELECTRIC APPLIANCES

Discuss the increasing number of *small electric appliances* on the market today to substitute for or supplement the major appliances. Identify kinds of appliances (through use of pictures and/or actual appliances), such as: percolators, coffee makers, waffle irons, irons, steam irons, roasters, toasters, portable ovens, hot plates, skillets, pressure pans, saucepans, mixers, mixettes, blenders, rotisseries, deep-fat fryer, pop-corn popper, etc.

Consider that a bride may receive many of these items as wedding gifts. Discuss why buying small electrical appliances to supplement gift items may be a waste of money unless the purchase is "thought through" in relation to family needs and wants. Consider questions which may help a family decide whether or not to buy an item, such as: "Who is going to use it?" "Where will it be used?"; "How often will it be used?"; "Where will it be stored when not in use?"; etc. Recognize that small electrical appliances require counter space, storage space and electrical outlets (when using more than one appliance split-wired circuits are required to receive two small heating appliances at one location). Study buying guides for small electrical equipment. Identify "Buy points," such as:

- Consider before buying small electric appliances: the storage space required; the time and energy that will be saved; the cost of the appliance; ease of cleaning and operating; adequate wiring for appliances; etc.
- Determine size of appliances in relation to use (family, entertaining, etc.).
- Become acquainted with materials that contribute to desired performance of some appliances, such as: heat resistant glass; rustproof and non-tarnishing metal; acid resistant glass; rustproof and non-tarnishing metal; acid resistant porcelain enamel; etc.
- Consider appliances with handles and knobs that are heat resistant and easy and comfortable to grasp. (Look for exposed screws or metal parts that might be a burn hazard.)
- Consider qualities that help make the appliances easy to clean, such as: fewer seams and crevices in the body and at points of attachments of legs and knobs; openings wide enough to get the hand into; materials that have a clean smooth look; etc.
- Check the appliances for: tight-fitting covers; well-insulated areas surrounding the heating unit; detachable parts or accessories easy to remove, clean and replace; non-scratching bases; etc.
- Look for heat-resistant controls clearly marked, conveniently located and easy to operate.
- Look for the permanent identification on the appliances giving the manufacturer's name and model number.
- Read tags, labels and operating instructions before purchasing the appliances.

- Look for the UL seal on the electric appliances and the detachable cords.
- Check the regular guarantee or warranty that comes with the appliances.

PROCESSES IN SELECTING HOUSEHOLD UTENSILS

Discuss the array of *household utensils* designed to attract the buyer. Recognize that many of them are basic and many are gadgets. Discuss how household utensils (ranging from dust pans to skillets) may be the "little things that mean so much" when selected according to a well-defined purpose and stored near the place of first and/or most frequent use (principle of organization in management). Recognize how a "trousseau" of utensils and small implements selected in keeping with expected use may be worth the time, energy and money expended in their selection. Recognize how household utensils may be classified in keeping with use, such as *top of range utensils, oven utensils* and *tools.*

"BUY-POINTS" IN SELECTING TOP OF RANGE UTENSILS

Exhibit and identify *top of range utensils,* such as saucepans, saucepots, fry pans, Dutch ovens, griddle, skillets, pressure pans, coffeemakers, tea kettle, etc. Recognize how "form follows function" applies when selecting the designs of a utensil. Consider how the design of the utensils may contribute to its function, such as: a flat bottom, close fitting cover, an easy to grasp and heat resistant handle, and a well-balanced utensil. Consider how size and shape of utensils influence efficiency, such as appropriate for quantity of food to be prepared and the size and shape of the unit or burner on which it will be placed. Recognize the loss of heat when a small bottomed utensil is used on a large unit and the inefficiency that results when a large utensil is used on a small unit. Consider how the balance of the design may influence safety of the utensil. Check to see if the utensil is balanced by removing the lid and tap the handle (a well-balanced pan will right itself immediately). Examine top of stove utensils and evaluate the design (form) in relation to use (function).

Test for balanced design and size in relation to surface units. Identify materials from which the utensils are made, such as: stainless steel, copper, aluminum (lightweight and heavy gauges) cast aluminum, cast iron, glass, enamel, ceramic, etc. Study how the material influences efficiency, ease of cleaning and care. Consider that foods will not discolor in stainless steel ware but may scorch easily unless stirred, cooked on low heat or cooked in lots of water. Consider that heavy gauge aluminum permits cooking with limited water and without scorching easily but will darken foods like potatoes and rice and will discolor tea. Recognize how some manufacturers are combining stainless steel and aluminum to take advantage of the characteristics of each by using stainless steel inside and heavy aluminum outside. Study how other materials are combined in utensils to take advantage of the respective characteristics, such as using a procelain enamel finish on cast iron to make it colorful and easy to care for yet retains the characteristics Grandma liked in cast iron, such as heats evenly, holds heat and does not affect the flavor of the food.

Study the use of *teflon* and examine utensils lined with it. Identify teflon as a fluorocarbon resin which provides a "no stick and "no scour" utensil since food will not adhere to its surface. Recognize that teflon may be scratched by metal objects and, therefore, requires that foods be stirred with a wooden implement. Study and examine heat-proof utensils made from glass (flamewear) and from ceramics designed for surface cooking. Consider that these may break when exposed to sudden change in temperature, such as pouring cold water on a

hot utensil. Recognize the beauty of glass and ceramic ware and consider how foods may be cooked and served in the same utensil.

"BUY-POINTS" IN SELECTING UTENSILS FOR OVEN COOKING

Display *utensils used for oven cooking*. Recognize that food cooked in the oven is cooked by convection, conduction and radiation. Consider how the materials from which the utensils are made will influence the cooking process. Recall that light colors and shiny textures reflect heat and dark colors and rough textures tend to absorb heat. Study how utensils with dark outside finishes absorb radiant heat more readily than those with light outside finishes. Recognize that oven temperatures for different recipes are usually established with bright or shiny utensils. Consider why foods cooked in a dark iron skillet or other utensils with a dark outside may cook in a shorter period of time or at a lower temperature than the same food cooked in a bright or shiny utensil. Study how glass or glass-like materials, such as ceramics absorb rather than reflect heat and, therefore tend to cook foods at a lower temperature or at a faster rate than bright or shiny metal. Recognize that products with a crusty top bread, cake, cornsticks, etc.) may be obtained from use of glass or dark utensils. Experiment with the same recipe, same temperature and cooking time, using utensils of different finishes and materials. Evaluate results. Consider why a homemaker may wish to have utensils of different materials for different purposes.

Recognize that the American Standards Association has a standard for home cooking and baking utensils which defines cake, muffin, jelly roll, pie pans, casseroles, cookie sheets, custard cups and specifies sizes of pans to be used in recipe development. Recognize that manufacturers who observe the ASA standard usually mark the size on the utensils. Study the selection of oven utensils in keeping with expected use (family versus entertaining, etc.) and size of oven. Evaluate equipment sizes for different foods for a family of two, four and eight and for entertaining twelve or more persons. Check equipment sizes for a small oven, regular oven and large oven.

Examine equipment in different materials, styles and colors of oven equipment and evaluate their use in baking and serving. Discuss the cleaning and maintenance required for each. Consider ways of storing oven utensils in relation to place of first and/or most frequent use. Consider places for storing equipment used infrequently, such as large roasters, large baking pans, casseroles, etc.

BUY-POINTS IN SELECTING HOUSEHOLD TOOLS

Discuss the role of small hand implements or tools in cooking and household operations. Display and discuss widely used items, such as scissors, dustpans, hammers, screw drivers, pliers, knives, sharpening steel, measuring cups and spoons, cooking forks, mixing and cooking spoons, spatulas, scrapers, graters, can openers, blenders, shears, strainers, sifters, colanders, bowls, rolling pins, cutting boards, thermometers, etc. Consider how these tools contribute to the task when selected according to quality and design appropriate for the expected use. Consider how the storage of these accessories near the place of first or most frequent use facilitates use and conserves time and energy (principle of organization in management).

Examine and evaluate choice possibilities among the equipment items for specific uses to develop buy-points considering material, design, construction and cost in relation to expected performance, safety, care required and methods of storage. Use examples, such as: knives;

reamers; nested measuring cups and spoons in plastic, aluminum and stainless steel in comparison with glass and metal measuring cups which show graduated measurements; measuring spoons; etc.

Review how the selection and arrangement of equipment and supplies in work centers influence use of time, motion and energy (Management Units). Discuss why the kitchen "trousseau" of utensils and small implements may be tools for efficiency and worth the cost when selected according to quality and expected performance.

Generalizations

Family composition, values, goals, standards, patterns of living, available funds and space influence the kind and quantity of equipment acquired by an individual or family.

Rational decisions in selection, use and care of equipment are dependent upon the user's being informed of new products and changes in design, materials and construction.

Efficiency in equipment is affected by design, construction materials, installation, suitability for the job, maintenance and skill with which the equipment is operated.

Returns from an investment in equipment depend upon its appropriateness for the purposes to be achieved, the skill and frequency with which it is used, the efficiency of its operation and the utilization of special features.

Physical properties and processing of materials used in equipment affect its performance, serviceability and suitability.

Buying an established brand from a reputable dealer increases the possibility of dependable servicing of equipment.

An understanding of the meaning and the reliability of available seals is useful in buying equipment.

Homemaking tasks are facilitated by equipment appropriate for the individual or family and installed or stored for maximum convenience.

The frequency of use of the equipment is related to convenience of storage or its arrangement in the work center.

The arrangement of equipment and supplies in work centers influences the use of time, motion and energy.

When safety is emphasized in the selection, placement, installation, and use of household furnishings and equipment, the probability of danger of physical injury to the occupants and damage to property is reduced.

HOUSING AREA

Specialized Home Economics

CONCEPT: CREATIVITY IN HOUSE FURNISHINGS

OBJECTIVES: To help pupils to:

I. Become more aware of creativity in housing as a means of individual and family satisfactions.

II. Achieve psychological satisfactions through creative experiences with interior design and house furnishings.

III. Recognize employment opportunities which involve knowledge and skills in house furnishings.

CONTENT	and	LEARNING EXPERIENCES

HOME FURNISHINGS— MEANS OF CREATIVITY

Discuss creativity as an inherent quality in human beings. Consider that this "built-in" creative urge may be discouraged or inhibited through conformity or criticism. Recognize how decorating one's home to keep up with the Joneses may reflect not only "status-seeking" but may reveal a feeling of insecurity in one's own creative abilities. Discuss how one develops a sense of security through evaluating their own creative ideas and accomplishments from the standpoints of use, economy, beauty and individuality. Recognize that a design (whether a chair or a pillow) may be considered good when:

- It fulfills its requirements of use (function).
- It is economical (is worth the original cost, plus the time, energy and money involved in keeping it clean and in good repair).
- It has beauty (gives pleasure when seen or touched).
- It has individuality (has a character of its own and suits the person, family or surroundings so well, it seems to "belong").

Discuss how these criteria may serve as a guide for creative endeavors in relation to house furnishings.

"PERSONALIZED PROJECTS" IN HOUSE FURNISHINGS

Identify projects (both individual and class) which will provide creative experiences in home furnishing through which one may use the elements of art and principles of design and develop manipulative skill in designing and making projects for beauty and use. Discuss and decide on personalized projects, such as:

- Creating "room" designs.
- Personalizing one's room at college.
- Furnishing the "first" apartment.
- Organizing the private life of the storage closets.
- Creativity with window treatments.

- Creating bedroom ensembles.
- Designing and making slipcovers.
- Creativity with table setting.
- Designing and making accessories for the home:

  Wall decoratives (picture framing, samplers, needlepoint, etc.)

  Lamps and lampshades

  Mosaics

  China painting

  Pillows

  Rugs

  Shoebags

  Linens

  Cannisters

  Waste-paper baskets

  Decorative stitches (crewel work, needlepoint and other types of embroidery)

CREATING "ROOM" DESIGNS

Discuss why people seek that quality in rooms which gives them the feeling that it is really theirs — "yours truly." Identify this quality as individuality. Consider why families do not usually want their homes to have the generalized character of a motel or a lobby but expressive of the individual personalities who inhabit it. Decide on room or rooms which class members may wish to design for themselves or someone else (or the living room of the home economics department) either on an individual or class basis. Discuss approaches which might be made to solving the problems of design which each room uniquely presents in relation to room design. Decide on approaches, such as:

- *Inventory present possessions and list expected additions*—(Such a list is an index of personality and resources and alerts one to: what and how much is possessed; where and how often it is used; how deeply it is enjoyed; and where it is stored. An inventory and an evaluation of possessions may help in deciding on additions which will complement and supplement present posessions.)
- *Decide on purposes room is to serve*—(Use of the room in terms of activities to be carried on in it).
- *Decide on character of the room*—that which will not only express but lead to the way of living desired.
- *Learn how to achieve the desired character of the room* by studying guiding principles, looking, listening, asking questions, making comparisons. (Recognize sources of inspiration, such as exhibits, displays, magazines, books, etc. Start with something of special interest around which the desired character may be built.)

- *Consider finances*—in relation to amount available for the purpose and how it can be spent to achieve the greatest satisfactions.
- *Continually remember the desired goal*—(Keep in mind what is to be achieved in order not to go off on "a tangent" or get "off course." Having a goal helps in avoiding impulse buying and irresistable bargains.)

Discuss how the "man with the plan" gets there in room design. Design plans for chosen rooms considering use, beauty, cost and individuality. (Refer to Basic and Advanced Housing for other guides.) Choose rooms, such as:

- *Living areas for group living* (living rooms, family rooms, dens, dining rooms, entrance halls, recreation rooms, patios, outdoor living rooms, etc.).
- *Areas for private living* (bedrooms, bathrooms, guest rooms, etc.).
- *Work and hobby rooms* (utility room, kitchen, study, office, rumpus room, music room, sewing room, etc.).

Carry out plans and evaluate results in relation to goals.

"PERSONALIZING" ONE'S ROOM AT COLLEGE

Recall going through an empty dormitory and seeing all rooms monotonously alike similar to a stack of empty boxes. Imagine what happens when students arrive with their lamps, pillows, pictures, pin-up boards, pennants, etc. Discuss how a dormitory room may take on the life and character of the occupants. Recognize that when college rooms are shared, personalizing the room may be a cooperative venture. Consider that since the college room is "on loan" decoration is limited to that of a "portable" quality which may be expendable and inexpensive. Recognize that use of wall decorations and paint may be restricted.

Identify and discuss room brightners, such as bedspreads, curtains, lamps (that provide light for study as well as cheer), dresser accessories, desk accessories, bright chairs, tack boards (cork or strip of felt or blotter for family and other pictures, clippings, cartoons, etc.), bookcases, radio, record player, accent rugs, plants, folding screens, typewriter, portable TV, etc.

Discuss ways in which the room decor may be changed in keeping with the seasons. Recognize college seasons, such as "fall and football," "Christmas holidays," "exam season," "spring and spring vacation season" and "special days." Design college room plans for actual rooms. Make and/or select accessories (when this project is selected by a twelfth grade pupil who plans to enter college).

FURNISHING THE "FIRST" APARTMENT

Discuss the adventure associated with the furnishing of the "first" apartment. Recognize that the budget for the financial resources for furnishings are often modest, whether newlyweds, young working girls or bachelors. Consider how a young couple often begins their life together in a small rented apartment and as family and finances increase, usually move to a larger apartment or a home of their own. Discuss how the setting for the beginning family may influence their understanding of and behavior toward each other. Consider how planning together and doing things together, such as reworking old furniture, hanging pictures and painting chairs or chests may be a means of comradeship and creative fun when this viewpoint is held. (Refer to Advanced Housing.) Recognize how the planning of the

furnishings and decor for the first apartment may be a means of becoming better acquainted with the personal preferences and tastes of each other and may be among the first opportunities to plan a financial budget together. Study and identify some guides in planning furnishings considering financial and space limitations, such as:

- Select a few "good" basic objects, such as bed, sofa and storage space that are durable, flexible in use, designed in keeping with personal taste and mode of living. (Concentrate spending on these items.)
- Fill in with inexpensive, even temporary furnishings which may be discarded later or used for another purpose, such as patio or lawn use.
- Tend to avoid moderately priced items that are not exactly what is wanted in quality or design but which may be too valuable to discard with a free conscience later.

Discuss how hitting "high" and "low" on furnishings and filling in as taste matures and needs and finances change may avoid the possibility of having a houseful of "white elephants." Consider that when choosing furniture for a small apartment, the choice of small-scaled furniture or equipment might not be usable in a larger apartment or house later.

Identify guides for selecting basic items; for example, guides in selecting a bed, springs, mattress and pillows to provide comfortable rest; guides in selecting the sofa (perhaps sofa bed); and guides in selecting a dresser or chest with mirror to serve multipurposes. Discuss how discards from relatives or friends; "second hands" from used furniture stores; and unpainted furniture might be "fixed up" to provide an "individualized" apartment. (Refer to Advanced Housing.) Use case problems of class members and plan for the first apartment for newly weds or working girls (when there is an actual need).

ORGANIZING THE "PRIVATE LIFE" OF THE STORAGE CLOSET

Discuss how the organization of one's possessions whether tools, clothes, kitchen utensils or toys is basic to orderly family life and an orderly home. Look at pictures of storage closets arranged so that their "private life" is one they would be proud to show. Discuss how easily a room can become disorderly and objects can get lost and require time finding them when there is no system for organizing possessions and for keeping them organized. Identify and discuss guides for storage closets (refer to Management Unit), such as:

- Store items near the place of first or most frequent use.
- Store items together that are used together.
- Store like articles together.
- Store items so they may be located at a glance (use dividers, "see-through" boxes, labels, etc.).
- Store within easy reach the articles that are used regularly.
- Arrange articles to make possible the removal of all items without removing other items first.

Apply the guides to different kinds of closets. Use special problems as needed, such as, organizing clothes closets to be shared by a man and woman; clothes closets "that grow" for growing children; closets to be shared by children of different ages; kitchen pantries, linen

closets; out-door storage closets; storage for toys and hobbies; etc. Display and evaluate closet accessories that may be bought and/or made.

CREATIVITY WITH WINDOW TREATMENT (Refer to Interior Design, Basic Housing and Exterior Design, Advanced Housing for information on kinds of windows, role of windows in interior design and kinds of window treatment.) Recognize that window treatment, like a person's dress, may be individualized in keeping with the kind and role of windows and the effect desired. Recall that windows are designed to serve various purposes to which the window treatment may contribute, such as ventilation, view, privacy, light and/or beauty. Recall that windows are of various kinds, shapes and sizes which window treatment may help to accent or camouflage. Recognize that window treatments may be elegant, simple, casual, modern, traditional, period, feminine or masculine in accordance with the style or mood desired. Discuss the creative experiences one may have in fashioning window treatment in relation to the role of the windows, kind of window and the effect desired. Study guides for designing window treatment for different style windows, such as:

- *View window*—Plan for light and glare control by day and privacy by night. Opaque draperies pulled over translucent ones provide daytime view and cut out the "goldfish bowl" view at dusk. Cafe curtains are also a flexible means of controlling glare, permitting view and providing privacy. Blinds and window shades may be used similarly.
- *Strip windows*—Turn them into an asset or hide them by blending curtain color with the wall around them (using sheer or opaque fabric). The simpler the treatment the more likely will be the disappearance. Shutters may be used for either accent or camouflage. When windows are to be accented, use furniture beneath the windows that lead the eye toward the windows either by the furniture lines or by the use of tall lamps or other tall accessories. When the windows are to be "ignored," use furniture that calls attention to itself and to its accessories.
- *Casement windows and entry doors*—Design window or door treatment that will not interfere with ease of opening. When casements open inward curtains attached to the windows and doors make opening possible. Covered cornice extending down the sides may be used to frame the window when this kind of effect is desired. Curtain fixture placed outside the window frame permit drawing the curtain to the wall when windows or doors are to be opened.
- *Problem windows*—Consider the kind, size, shape and role of windows and design window treatment to mask window sign and create the desired shape and mood using the art elements of line, shape, color and texture.

DESIGNING WINDOW TREATMENTS Discuss changes in fashions in window treatment and how a change in window decoration may revive a room. Recognize how window fashions may give rise to creative designs of one's own and vice versa. Discuss the use of a designer to plan window treatment when this service is preferred over designing own window decoration. Discuss how the use and mood of the room, the style of furniture, personality of the owner or family, other furnishings in the room may influence the design chosen or created for the windows. Look at different style window treatment and discuss the mood suggested by them, such as: sheer ruffled curtains suggest feminity; long rich draperies looped back showing long glass curtains suggests stateliness; long silk or velvet draperies suggest luxury; short full curtains with

gathered valances are informal; bold swags are dramatic; etc. Study how the style of furnishings suggest the style of window treatment. Identify styles of curtains, such as: tailored, ruffled, tier, cafe and pinch pleated. Discuss how variety may be achieved with fabric, trim, modifications in styling and method of hanging. Look at actual curtains and pictures of curtains and identify the different styles and their uses.

Study how proportions of the room and desired proportion of window may influence the choice of window treatment. Recognize the influence of number of windows in the room considering that whatever design is selected, it will be repeated as many times as there are windows. Look at window decorations which might be a center of interest in a room with one window but may be too bold for repetition.

Study styles of window treatment for multiple or grouped windows. Experiment with designs which will tie them together or separate them to achieve unity with variety. Experiment with designs for problem windows to achieve the desired effect, such as short wide windows, long narrow windows, windows of unequal size, etc. Decide on class and/or individual problems for which window treatments will be designed and/or made as class and/or home experiences.

SELECTION OF FABRICS FOR WINDOW TREATMENT

Discuss the "fabric explosion" which has made an overwhelming variety of fabrics available for every decor. Study available fabrics for window decoration. Arrange for a decorator to talk to the class and/or take a trip to a fabric and/or interior decorating shop. Identify fabrics appropriate for different style curtains in relation to fabric characteristics which make them suitable for gathering, shirring, pleating, draping, etc. Identify the natural, man-made and blended fibers of different sizes, weights, smoothness and fuzziness. Recognize how the types of yarns and the weave influence the texture, weight, lustre and durability of the fabric and its use for different kinds of window treatment. Discuss why closely woven fabrics are easier to sew and less likely to sag and pull.

Recognize the effect of light and sun on window treatment unless the color is "locked" into the fabric. Study the meaning of vat-dyed on cottons and linens, "solution dyed" or "color-locked" rayon or acetate yarns. Discuss the use of labels and guarantees in selecting fade-proof fabrics which have color permanence to light, sun washing or dry cleaning.

Study finishes which may add crispness, body, resistance to soiling, shrinking, etc. Study labels to identify finishes which may make fabrics waterproof, mothproof, flame proof, mildewproof, dirtproof, etc. Study color and design in relation to fabric selection (refer to Art Unit and Interior Design in Basic Home Economics). Discuss how taking large fabric swatches to the room and evaluating them in relation to the window will help in making a choice of fabric considering: wall colors; color and pattern of other fabrics used in the room; rug color and design; decorative accessories; etc.

MEASURING WINDOWS FOR WINDOW TREATMENT

Discuss how the style of window decoration will influence the method of measuring the windows to determine length and width or amount of fabric to be bought. Discuss usual lengths of draperies, structural points, such as the window sill, to the lower edge of the window apron or to the floor. Consider factors

of styling other than length that will influence measuring, such as: location of rods; depth of cornice or valance; amount of expected curve when tie-backs are used; etc. Discuss how purchasing rods and mounting them before measuring is a way of obtaining accurate measurement. Demonstrate how to measure for length from the top of the rod to the desired length of the finished drapery.

Demonstrate how to measure for width including the span of the curtain rod and the length from curve of the rod to the wall. Determine how to estimate yardage required for the desired style; for example, for draperies add to the desired length of the finished drapery the allowance for heading (depending on width of crinoline) plus allowance for hem, plus enough more to make sure of a complete design repeat at the top of each width of drapery (a 19 inch repeat in the design will require at least 19 inches more fabric for each width used). Recognize that twice the width of the space to be covered is required for the width. Estimate yardage for a drapery using a double hem and for other styles, such as ruffled curtains and tailored curtains with valance, etc. Consider why skimping on fabric may be "poor" economy since a complete length will be required if the fabric is short even a few inches. Consider the services available at some fabric shops in determining yardage required according to window measurements and style of window treatment.

SELECTING WINDOW HARDWARE

Discuss the role of hardware in hanging curtains and draperies to achieve and maintain a professional look. Study hardware available for hanging different styles of curtains and draperies. Recognize how the investment in durable hardwood that is appropriate to the style may be worth the cost both in appearance and ease of operation. Visit drapery or fabric shops and become acquainted with the types, weight and finishes of hardware including that which is to be hidden or enclosed and that which is decorative (such as a decorative rod with rings).

CONSTRUCTION OF DRAPERIES AND CURTAINS

Demonstrate making of lined and unlined draperies, ruffled and tailored curtains and other styles according to window treatment designed by class members to be made in class and/or at home. Follow demonstration by the making and hanging of class and individual projects.

MAKING CORNICES AND VALANCES

Discuss how window designs may be unified, rods may be hidden, and effects of height or width achieved with cornices or valances. Consider how these may be designed in relation to the effect desired. Observe how straight cornices might be used with any decor. Examine cornices and valances and notice the construction. Demonstrate making a cornice and valance. Study ways in which valances may be covered or painted. Learn how to attach drapery hardware to cornices and how to attach cornices to the wall. Design cornices and valances for different style windows. Construct valances and cornices.

CREATING BEDROOM ENSEMBLES

Discuss how bedrooms may be "personalized," revived or made seasonal with ensembles tailored-made for them. Recognize how bedspreads, window treatment, dressing tables, pillows and other accessories may contribute to the desired mood of a room. Observe pictures of formal, informal, masculine, feminine, elegant and simple bedrooms and analyze the contribution of fabric trim and design of the spreads, curtains, and accessories to this feeling. Discuss

how persons with a creative urge and some ability to sew can design and make furnishings or ensembles for the bedroom in keeping with the personality of those occupying the room and in relation to the desired mood of the room. Design and make bedspreads, curtains, draperies, bedroom accessories or ensembles in class and/or at home.

DESIGNING AND MAKING SLIP COVERS

Discuss the use of slip covers as means of: changing the appearance of an upholstered chair or sofa; helping to change the decor of a room in keeping with the seasons; protecting upholstered fabrics with covers that are washable or dry cleanable, etc. Recognize that anytime of year may be time to redecorate but the urge may be stronger at one time than another. Discuss how the cool, fresh look may be established with slip covers in linen, chintz and novelty cottons for spring and summer. Reflect on the warmth and coziness that heavier fabrics in warm, rich colors may bring to a room in the fall. Study designs of slip covers to see the variety of styles. Discuss how the use of different styles, fabric and trim may result in creative designs that have an individual look.

CHOOSING FABRICS FOR SLIP COVERS

Discuss the board range of fabrics from which to choose for slip covers, in keeping with the decor of the room and the purpose they are to serve. Identify qualities of slip cover fabrics which may make it appropriate for the room and suitable to the purpose, such as:

- Harmonize with the decorative scheme of the room in pattern, texture and color.
- Conform in pattern and style to the furniture to be covered (Provincial, traditional, contemporary, etc.).
- Have finishes to make it sunfast, dustproof, stainproof, shrinkproof, etc. as desired for the purpose.

Recognize that striped, plaid and patterned fabrics require matching and/or balancing on back, arms, sides and cushion. Consider the influence of fabric on appearance of the finished cover and ease of tailoring it. Recognize how loosely woven fabrics might snag and lose their shape and very heavy materials may stall the sewing machine.

ESTIMATING YARDAGE FOR SLIP COVERS

Recognize that the yardage required for slip covers is determined by the style of the cover, size and shape of the chair and whether or not the fabric is plain, has a one-way pattern or stripes, plaids or designs to be matched. Study measurement charts to learn how to estimate yardage needed. Study ways of measuring different style chairs and sofas for the different style covers. Demonstrate ways of measuring for slip covers.

SELECTING CLOSURES AND TRIM FOR SLIP COVERS

Discuss how the location and size type of closure affects the appearance of the finished cover and the ease of fitting and removal. Study structural lines of the piece of furniture and the center back as possible locations for closures. Examine different type closures, such as zippers, button tape, grippers, snap-ons, adhesive closures, etc. Evaluate each type in relation to ease of use, ease of application, care, durability and appearance.

Consider how the structural seams may be decorative through the use of welt or corded

seams, fringe, etc. Demonstrate how to cover cord with true bias to make own cording when a self trim is desired. Examine ready-made cording available in contrasting and perhaps matching colors and textures and estimate cost for different style covers. Examine different kinds of trim including various types and sizes of fringe, braid, etc. Demonstrate the welt seam and discuss its use as trim instead of or used with other trim.

BASIC CONSTRUCTION STEPS IN MAKING SLIP COVERS

Recognize how the style of the chair will affect the construction method. Identify basic construction steps as follows:

- Prepare the chair by cleaning the old upholstery, reinforcing the seams, if needed and repairing sagging seams or a wobbly frame.
- Measure chair to estimate yardage.
- Cut blocks of fabric according to measurement and pin them on chair; or cut fabric on chair; or cut a pattern for the cover.
- Pin fit or baste all seams ready for stitching.
- Remove fabric from the furniture and stitch the cover on the machine. (Stitch in cording or welting if used.)
- Put cover back on chair, measure and cut fabric for skirt.
- Attach the skirt in keeping with style of cover.
- Add closure.

Demonstrate detailed procedure in constructing slip covers. Make slip covers as a class or individual project in class and/or at home following the styles designed for the individual covers in keeping with the room in which they will be used.

CREATIVITY IN TABLE SETTINGS

Discuss the "three times a day" opportunities for creative experiences in table settings for family and/or guest meals. Discuss why people "set tables," considering the order, convenience, comfort and pleasure which may result from a table set according to the plan for a particular meal. Recognize how table settings provide opportunities for change, creativity, beauty and pleasure with little cost.

Consider how varying the colors, texture, shapes and lines of table accessories in relation to the food provide countless possibilities for creative designs. Identify influences on creative designs in table settings, such as: a menu may inspire a table setting by influencing the color scheme and size and shape of serving dishes; table linen may inspire the choice of china and glass to be used with it and vice versa; table decorations may be the keynote for the table setting; a special chafing dish, casserole dish or soup tureen may be the design around which the table setting is planned; etc.

DESIGNING AND MAKING ACCESSORIES FOR THE HOME

Wall Decorations
Lamps and Shades
Mosaics
China Painting and Ceramics

Discuss how designing and making accessories for the home may be a means of creative expression. Recognize how such endeavors may be a waste of human energy and money when: creativity is lacking; the object is not needed or useful; and the object lacks beauty in color,

Pillows
Rugs
Storage Accessories
Linens
Decorative Stitches

line, texture and shape. Apply the art principle, "form follows function", when planning for the designing and making of accessories for the home. (Refer to Interior Design, Basic Housing.) Consider how accessories when designed and made in relation to a purpose and in keeping with the mood of the room in which they are to be used may be a creative "do it yourself project," which will bring satisfaction rather than becoming a white elephant or an "attic" item. Design and make articles, such as:

- *Wall Decorations*—Emphasis is on wall decorations today either as a single dramatic or beautiful hanging or a grouping of a wide variety of items from pictures to soup ladles. "Penny pinching" pictures as well as expensive ones may be created. Wall hangings may be made from fabric, needlepoint, samplers, etc. Wall decorations may be made from collector's items, (cane or umbrella handles, family documents, cup collections. etc.) hardware, such as medallions, door knobs, etc. may be used on velvet covered plywood, walnut base, lattice work, reed mats, etc. to make wall plaques. Picture frames may be renewed or antiqued, pictures may be matted and old pictures replaced with new pictures or prints. Pictures may be separated or grouped to achieve the desired effect. Silhouettes and other designs may be created for wall decorations.

- *Lamps and Shades*—Lamps may be made from almost any object that has the support and height needed for the purpose the lamp is to serve (from cut glass vases to pottery jugs). Parts for the lamp may be bought from electrical shops, hardware stores and dime stores. Before making a lamp, visualize how it will look and fit in with its "roommates" so as to avoid having a "misfit." A lamp may be designed with character, unique characteristics or to preserve and make useful an heirloom. A lamp designed in "good taste and in keeping with the room in which it is to be used and made to operate efficiently and safely may be a home creation that will provide beauty and serve a useful purpose (see Advanced Housing). Lamp shades may be made, recovered, repainted or redesigned (from old or new shades). Choose style, color, fabric and trim in keeping with the lamp and in relation to the decor of the room in order to achieve harmony or design.

- *Mosaics*—Mosaic designs are timeless in lasting qualities and may be used to adorn items of beauty and practicality, such as tables, counters, trays, vases, lamp bases, murals, etc. A variety of materials may be used, such as tile, marble chips, pebbles, semi-precious stones, etc. A variety of other materials may inspire imagination and design possibilities.

- *China Painting and Ceramics*—Creative hobbies which may produce objects of beauty and/or usefulness and may develop into money-making projects—an expert is needed to teach the procedures involved. Skill may be developed through practice.

- *Pillows*—"Pillow talk" is current with emphasis on pillows of various sizes and shapes, made from different kinds of fabrics, trimmed with fringes, braid, cording, crochet, etc. and designed with tailored lines, smocking, shirring, boxing, and many other styles. Pillows may be planned as accessories on benches, chairs, sofas, beds etc. and may be elegant, whimisical or practical in keeping with one's decorating mood. (See Ad-

vanced Housing.) Through making tailored pillows using boxing, some of the principles of slip covering are used.

- *Rugs*—Accent or area and/or protective rugs may be designed and made from old rugs, yarn, scraps of fabrics, old stockings, etc. Area or accent rugs may be made in a variety of shapes from old carpet (basic shapes, such as oval, round, rectangular, etc. or can be designed as a star, palette or other shapes for accent in a specific area). Hooked rugs, braided rugs, crocheted rugs and re-designed carpets offer creative possibilities for making useful home furnishings. Scatter or throw rugs may be a safety hazard unless secured to the floor with appropriate non-skid backing. Commercial blocking of home-made rugs by a rug cleaning establishment contributes to a professional look and tends to flatten the rug. Old faded rugs may be dyed on the floor or small ones may be dyed in the washing machine.
- *Storage Accessories*—Accessories may be designed and made to provide accessible and protective storage, such as shoe bags, cannisters, waste baskets, laundry hampers or bags, hat boxes, glove hose and jewelry containers, etc.
- *Linens*—Linens, such as sheets, pillow cases, place mats, table covers, napkins, towels, bath mats, etc. may be designed and made in keeping with individual preferences. Imagination can run free in combining fabrics, colors and trim remembering the art principle "form follows function."
- *Decorative Stitches*—"New dash" in home decorating may be obtained through needle and handicrafts when the old familiar stitches are applied in "fresh" ways to wall hangings, bed spreads, pillows, place mats, etc. Crewel embroidery and embroidery stitches of all kinds as well as crocheting and applique offer endless creative possibilities for the person with imagination. When the art elements are used (color, line, shape, texture) in keeping with the art principles, unity through variety may be achieved with "good" taste.

Generalizations

Designing any aspect of housing offers opportunities for creativity.

The extent to which an individual's psychological need for beauty is satisfied is related to his aesthetic appreciation.

CONCEPT: KITCHEN AND LAUNDRY PLANNING

OBJECTIVES: To help pupils to:

I. Be able to make rational decisions when planning a new kitchen; remodeling an old kitchen or planning a laundry center.

II. Be able to apply management principles to the arrangement of equipment and supplies in work centers in the kitchen and laundry.

CONTENT	and	LEARNING EXPERIENCES

INNOVATIONS IN KITCHENS

Discuss the legend of how Prometheus started a chain reaction when he stole fire from the Gods and gave it to man. Discuss how fire led to the cooking of foods and hence to changed taste on the part of people. Recognize the changes that have taken place in methods of cooking foods from the outdoor fire method to today's use of gas, electricity and electronics. Consider how one center for cooking has changed to multiple centers through use of separated ovens and cook-tops and the use of portable electric appliances. Discuss how "pot watching" has changed to heat controlled and automatically timed cooking.

Discuss how the "back of the house" stigma has been removed and the kitchen has become in many homes the center around which family life revolves or "the heart of the house." Discuss how the "open kitchen"; kitchens located as a part of the family room; and kitchens centrally located in relation to the living areas (indoor and outdoor) are planned as "living" kitchens. Consider how kitchen drudgery and dreary looks have been displaced with "step saving" and "eye catching" kitchens.

THE ENGINEERED KITCHEN

Discuss how today's kitchen may be planned with the same regard for performance as the planning of a space rocket. Discuss how precision planning has eliminated the isolation of sink, range and refrigerator and has put them on the "same team." Consider how kitchens have been organized around the traffic patterns in preparing a meal and cleaning up afterward. Discuss how engineering skill is continually developing new improvements in kitchen equipment and kitchen planning to make "meal production" an easier and more efficient production. Discuss how the homemaker may plan or "engineer" her own kitchen for both precision and beauty when she becomes informed on principles of kitchen planning and follows a decision-making process.

DECISION-MAKING IN KITCHEN PLANNING

Identify decisions which are a "family affair" in planning kitchens, such as: the type and style of kitchen (family center, sized for entertaining, compact kitchen, etc.); equipment and furnishings to be included in the kitchen; the related areas or "extras" to be included in the kitchen according to the needs and wishes of the family (centers for dining, laundering, sewing, planning and barbecuing); etc. Consider how many decisions may be based on cost in relation to family finances. Recognize that when remodeling the kitchen decisions in relation to cost may involve amount to be spent and method of financing the expenditure.

DECIDING ON TYPE AND STYLE OF KITCHEN

Recognize that almost any type kitchen large and small) may be made efficient and beautiful therefore, personal preference is the basic factor in choosing the type and style of kitchen. Recognize that a big friendly kitchen is for the family that likes to gather in the kitchen before meals to socialize and work together in preparing the meal. Consider that the family that entertains a lot might wish to choose an open type kitchen linked with or close to the living areas (both indoor and outdoor). Consider that for families who prefer to separate the living and entertaining areas from the kitchen may choose a compact but convenient working type kitchen with possibly a pass-through that can be opened to or closed off from a living area.

DECIDING ON THE EQUIPMENT AND FURNISHINGS TO BE INCLUDED IN THE KITCHEN

Identify essential basic equipment for the kitchen, such as, sink, range, refrigerator, counters, base and wall cabinet storage, etc. List other equipment considered essential in the kitchen by some families, such as hoods, freezers, dishwashers, disposals, water heaters, washers, dryers, telephone, radio, TV etc. Discuss the decisions to be made in relation to the *basic equipment* before actual construction starts on a new or remodeled kitchen, such as:

- *Range*—Decide on gas or electric range. Choose a freestanding model or built-in components, such as oven and cook top. Decide on one oven or two oven models. Select location of range or range components. Decide on whether or not to use a hood.
- *Sink*—Decide on size and style of sink, materials, type of fixture and whether or not a disposal unit will be installed. Choose location of sink (some families may wish to have two sinks located to serve specific purposes).
- *Refrigerator*—Decide on: size; style; freestanding model or built-in; separate refrigerator or combination freezer-refrigerator. Decide on location of refrigerator, and whether it will be gas or electric.
- *Cabinets*—Decide on amount and arrangement. Decide whether to have cabinets built or to buy ready-built cabinets. Choose material, style, color, hardware and finish. Choose among convenience features, such as adjustable shelves, drawer dividers, space dividers, etc.
- *Counter top*—Decide on one or more types of surfacing to fit family needs (considering cutting surface, work surface, heatproof surface or a combination). Choose finishes and color of counter tops to coordinate cabinets and floor.
- *Freezers*—Decide on size and style (upright chest or built-in model or a combination refrigerator-freezer). Decide on location.
- *Dishwasher*—Decide on location in relation to sink and dish storage. Choose model, finish and style.
- *Water Heaters*—Decide whether to locate water heater as a part of the kitchen, laundry or in a separate location. Choose gas or electric models. Decide on counter top or upright styles.

DECIDING ON RELATED AREAS TO INCLUDE IN THE KITCHEN ACCORDING TO FAMILY NEEDS AND WISHES

Discuss how related areas or extra-special centers in the kitchen may provide living ease, added convenience and cater to individual and family likes and hobbies. Discuss possible centers, such as kitchen eating centers, planning headquarters (small or large desk area, telephone, space for record keeping and meal planning, etc.) barbecue center (eliminates seasonal restrictions and weather worries on cookouts), laundry or utility center, sewing center, etc. Recognize how family finance, family needs, living patterns and family preferences may influence decisions as to which (if any) related centers are included in the kitchen area. Identify decisions to be made in relation to the related areas chosen to include, such as:

- *Eating centers*—Decide whether this center will supplements or replace the dining area. Decide on size, shape and type of eating center (counter; built in nook; table

and chairs; etc.). Decide on number of persons to be provided for in this center (for comfort provide 24 inches of table spaace or counter top for every diner for elbow room. Maintain at least 30 inches of clearance around a table or counter to provide leeway for moving chairs and stools and for serving).

- *Planning Centers*—Decide on the purposes of the planning headquarters (plan meals, make out market orders, store recipe books and collections, do household accounting, take care of family correspondence, homework center, etc.). Decide on work space and storage needed for work to be done and articles to be used or stored at the planning center (counter, shelves, drawers, files, telephone, space for typewriter, etc.). Choose the location for the center (at either end of principal work areas along a free wall opposite work areas, at end of kitchen, in the utility center, in an alcove, etc.).
- *Barbecue Center*—Decide on type of service to be used (gas, charcoal or electricity). Decide on the type of unit (fireplace, grill, rotisseries, broiler, portable unit or a combination). Decide on the kind of ventilating equipment. Decide on type of heatproof counter and location of the center.
- *Utility Center*—Decide on the jobs to be done at the utility center as a part of the kitchen (laundry, ironing, sewing, arranging flowers, wrapping gifts, storage of cleaning equipment and supplies, etc.). Decide on location, size and arrangement of utility center in keeping with its expected use.

DECIDING ON THE BUDGET FOR KITCHEN PLANNING AND METHODS OF FINANCING

Discuss why the cost of space and installation of special kitchen equipment and related centers may be less when provided for in the initial planning and building of a house than when these are added later. Discuss how decisions to cut cost at the sacrifice of durability and efficiency may be regretted later. Recognize that cost of the kitchen in relation to the total cost of a new house will depend on the size and special features in comparison to the size and special features of other rooms in the house. Discuss how the investment in the kind of kitchen the family wants and needs may be worth the cost when the kitchen is a "living kitchen" or "heart of the home" or when the conservation of time and energy is a consideration for the working mother or for the full-time homemaker.

Recognize that when remodeling a kitchen the family may face decisions related not only to overall cost but to ways of financing the expenditure. Study ways of financing home repairs and alterations, such as:

- *Dealer Financing*—Many appliance dealers and department stores will not only help with plans for remodeling but will arrange a long-range payment plan by financing it themselves or through another agency.
- *FHA Title I*—This loan is designed to finance home repairs and alterations with or without down payment. This loan has limitations on amount and on time required for payment.
- *Personal Loans*—These are available from banks and credit unions and may be a means of financing small and medium cost projects.
- *Open-end Mortgage Re-advance*—When the house mortgage has been reduced, the mortgage holder may borrow up to its original amount for remodeling provided the mort-

gage lender agrees. The re-advance may be paid back at the same rate as the present mortgage but the payments will extend over a longer period of time.

- *Refinancing Present Mortgage*—When a re-advance on present mortgage is not available a new mortgage may be obtained to cover cost of remodeling but a new interest rate may be required.
- *A Package Mortgage*—When buying an existing house that needs remodeling (such as a remodeled kitchen, a loan may be obtained to cover cost of house and remodeling.
- *GI Loans*—Qualified veterans are permitted to acquire extra funds for remodeling with certain restrictions.

Consider why a knowledge of all forms of financing may contribute to making rational decisions in financing kitchen remodeling costs. (Refer to "Credit"—Specialized Management and "Processes in Financing a House"—Specalized Housing).

GUIDES TO KITCHEN PLANNING

Discuss the role of imagination and creativity in planning a kitchen that is adapted to family use and enjoyment. Recognize how the use of paper and pencil planning may avoid costly mistakes and help to detect inefficiencies and shortcomings before these become realities to be lived with. Recognize that guides in planning kitchen arrangement have been developed through research which may be helpful to the homemaker in developing a plan in keeping with the purposes the kitchen will serve and the related areas to be included. Consider that these guides may be applied when planning a kitchen in a new home or when remodeling an old kitchen. Study principles of kitchen planning in order to identify guides, such as:

- *Doors*—Efficiency is increased when the number of doors is kept to a minimum and when traffic does not cross the work triangle.
- *Windows*—Plan for light, ventilation and view but keep them to a minimum since they take space which may be needed for wall cabinets or for tall or built-in equipment.
- *Placement of equipment and cabinets to form a work triangle*—Plan the location of the range, sink and refrigerator so that all traffic between them forms a work triangle and arrange the rest of the kitchen around these three key points.
- *Counter Space*—Counter space between work areas helps reduce steps by providing work space as well as a stacking, loading and holding zone.
- *Kitchen Measurements*—The amount of space for a given activity is determined by work habits, type of body movement required in executing the task, the number and sizes of people engaged in the activity and the amount of space required by a given activity. Studies have shown that in general the following measurements may serve as guides: allow 4 to 7 feet between the sink and refrigerator; 4 to 6 feet between the sing and range and 4 to 9 feet between range and refrigerator; and provide a total measurement of the sides of the triangle of more than twelve feet and less than 22 feet.
- *Kitchen Shapes*—Provide compact work centers with a continuous line of appliances linked by cabinets and counter tops to form various shapes, such as:

"U-shaped kitchens" form a U. In this plan a width of 5 feet between the projections (minimum) permits easy access to all work centers without crowding.

"L-shaped kitchen"—when this shape calls for a triangle in excess of twenty-two feet the addition of a peninsula or island might be used to bring the work centers closer together.

"Corridor kitchen"—At least eight feet are required of this shape in order to provide for the equipment and corresponding counter space. (This shape may be appropriate for long narrow spaces.)

"One wall kitchen"—Locate the sink in the center with the range and refrigerator at opposite ends.

"Island kitchen"—The island may be located within an L or U shape. This type kitchen provides additional work space without any or little additional floor space. (The island may be: a counter with storage underneath; a cooktop set in a storage counter; a second sink and dishwasher; cook top and snack bar; etc.).

"Peninsula kitchen"—Makes use of one arm of the U or L shaped kitchen to back up laundry centers, eating centers or planning centers as well as provide additional counter and/or storage space.

- *Step-Saving Work Centers*—Arrangement of work areas affects the organization and direction of work, methods and efficiency in the management of activities in centers, such as:

"A cook and serve center"—Unites the appliances and small equipment needed in food preparation and service. (A cook-top, heatproof counter and a built-in oven or free-standing range, barbecue, storage space for utensils, pots, pans, skillets, dishes and other table-setting ware might find a place in this center.)

"A mixing and baking center"—Locate accessible to refrigerator, sink and range. Provide counter for mixing and storage for equipment for mixing, sandwich making, salad making and other food preparation.

"Kitchen cleanup area"—Includes sink, disposals, dishwashers, storage units for cleaning supplies and counter for stacking. May be located under a window, in a corner, between work areas or in an island or peninsula.

"Laundry center"—(Optional in kitchen plans.) May be as extensive as desired with washer, dryer, water heater, ironing equipment, sink for soaking and pretreating, etc.

"Planning and sewing centers"—(Optional in kitchen plans.) May perform as an office, or telephoning and message center, sewing and mending and/or a homework area.

KITCHEN STORAGE

Discuss how the arrangement of equipment and supplies in the work centers in relation to their use and in relation to the person using them may influence use of time, motion and energy kitchen. Study principles of storage (refer to Basic Housing and Advanced Management). Apply these principles to kitchen storage as follows:

- *Convenience*—Store items where they are used first or most frequently.
- *Visability*—The storage of items only one row deep facilitates finding them.
- *Accessibility*—Store most used items at the most convenient height, heavy objects below and those seldom used above.
- *Flexibility*—Adjustable shelves and drawers with removable dividers adapt to changes in needs of families and design of kitchen tools.
- *Maintenance*—Enclosed storage tends to reduce cleaning.

Identify equipment, staples, supplies and cleaning tools to be stored in or near the kitchen. Study walk-in and other special storage units that might be designed for flexibility and convenience.

KITCHEN FLOORS

Discuss why the expected traffic, moisture, grease, comfort, ease of cleaning, durability and quietness call for a "thinking through" process when choosing kitchen floors in order to make a rational choice. Consider how the type of floor covering may be decided first and the color and pattern chosen within the type. Study qualities, cost and care of available floor coverings. Visit commercial concerns and examine samples of different types of floor coverings. Secure samples and experiment with wear and care on concrete base floors and wood floor. (Refer to Basic Housing.)

KITCHEN WALLS

Study how kitchen walls may provide both beauty and practicality. Identify considerations in selecting wall materials and finishes, such as resistance to wear, ease of cleaning and attractive in appearance. (Refer to Basic Housing.)

COLOR HARMONIES FOR KITCHENS

Discuss how color may be used in the kitchen to produce the desired mood and to give effects of warmth or coolness, space or coziness. Consider how many kitchens may look "cut up" because of the large free standing appliances, free space between wall and base cabinets, control panels on ranges, etc. Discuss how colors used for the floor, wall and base cabinets, control panels on ranges, etc. Discuss how colors used for the floor, walls, ceiling and counters may help tie together the appliances, cabinets and other furnishings of the kitchen. Look at actual kitchens and pictures of kitchens and analyze and evaluate the color plans used. (Refer to Art Unit and Interior Design, Basic Housing.)

SAFETY IN THE KITCHEN

Discuss the statistical fact that more accidents occur in the kitchen than in any room in the house. Consider how safety precautions in the selection, placement, installation and use of cabinets, furnishings and equipment may reduce the probable danger of physical injury to the family and guests and damage to property. Study and identify safety tips in kitchen planning, such as:

- Avoid installing a wall cabinet or any wall projection without a base cabinet or appliance under it.
- Install substantial catches on doors to keep them from coming open easily.
- Eliminate sharp corners as far as possible.
- Select appliances with controls out-of-reach of children.

- Avoid having window curtains near range.
- Provide a step stool for reaching high storage spaces.
- Avoid use of floor coverings that become slippery when wet and avoid waxes that give a slippery finish.
- Provide safe storage for knives and other sharp implements.
- Light storage areas.
- Keep a first aid kit and a fire extinguisher handy.
- Choose appliances which comply with standards of Underwriters Laboratory or the the American Gas Association.
- Make sure wiring is sufficient to carry the expected electrical load.
- Avoid use of throw rugs.
- Avoid split levels.

PLANNING OWN KITCHEN Plan a kitchen either new or remodeled for own family or another family applying the principles of kitchen planning and following a decision-making process.

PLANNING THE LAUNDRY Discuss how modern laundry equipment has transformed the methods of doing laundry at home. Identify factors which influence the extent to which a fully equipped laundry is provided, such as: size and age distribution of family; size of the house; occupations of family members; attitude of family toward sending laundry out; etc. Identify laundry processes to be provided for when planning the home laundry, such as:

- *Receiving, sorting and preparing*—which involves counter space and perhaps a sink for soaking.
- *Washing*—which includes the washer and storage for washing supplies.
- *Drying*—which may be accomplished in an automatic dryer or drying yard.
- *Finishing and ironing*—which involves ironing equipment plus space to put finished laundry and space and equipment for mending (if possible).

Study "work-flow" patterns for laundries in straight line, L-shaped or parallel arrangements. Study sequence in "work flow pattern" for "step saving," such as: a storage bin with a sorting counter above or below; sink; washer and dryer or combination; ironing area; and the sorting and distribution area for the finished laundry. Study laundries and pictures of laundries and analyze their use in performing the laundry processes.

Discuss possible locations of the laundry, such as: a center within the kitchen; in utility room; in the basement or garage; or in a separate laundry room.

Consider how a laundry room may double for a utility room for flower arrangement, sewing, hobbies, storage for linen and out-of-season clothes, wrap packages, keep household accounts, etc.

Discuss how laundry centers or rooms may be planned for safety in use with easy-to-keep floors, storage designed for articles to be stored and colors planned for light and cheer.

Generalizations

Planning a functional kitchen, in keeping with needs and wishes of the family may involve decisions on type and style of kitchen needed, the selection and organization of equipment furnishings and supplies, the related areas or "extras" to be included, cost in relation to family finances, and method of financing, (if remodeling a kitchen).

Arrangement of the work areas affects the organization and direction of work, methods and efficiency in management of activities.

Counter space between work areas helps reduce steps by providing work space and a stacking, loading and holding zone.

The amount of space required for a given activity is determined by work habits, type of body movement required in executing the task, the number and size(s) of people engaged in the activity and the amount of space required by a given activity.

The arrangement of equipment and supplies in work centers influences the use of time, motion and energy.

When safety is emphasized in the selection, placement, installation, and use of household furnishings and equipment, the probability of danger of physical injury to the occupants and damage to property is reduced.

CONCEPT: PROCESSES IN SELECTING HOUSEHOLD LINENS AND TABLEWARE

OBJECTIVES: To help pupils to:

I. Become aware of the influences of household linen and tableware on patterns of family living.

II. Use the decision-making process when choosing household linens and tableware.

CONTENT and LEARNING EXPERIENCES

INFLUENCES OF HOUSEHOLD LINEN AND TABLEWARE ON PATTERNS OF FAMILY LIVING

Discuss how surroundings influence one's feelings and behavior. Contrast the possible feelings and behavior of a family that has a hodge podge of torn and dingy towels, sheets, pillow cases, spreads, blankets, table linen and tableware with a family that takes pride in selecting and keeping in condition all kinds of household linens. Contrast the feelings and behavior of family members at a meal with the table set with tableware planned according to use and

in keeping with the desired design. Recognize how "taste" and management practices related to household linen and tableware may become a part of the cultural heritage of families.

PROCESSES IN SELECTING HOUSEHOLD LINENS

Discuss the use of the term "linen" to include household items, such as, sheets, pillow cases, spreads, blankets, quilts, towels, table linen, etc. Recognize that the term "linen" came into popular usage back when many of these household articles were woven from linen fiber. Discuss the common use of the term today to include items ranging from nylon sheets to plastic or paper table mats. Recognize the multitude of fabrics, styles, qualities and colors available in household linens on today's market. Recognize how a "thinking through" process when buying linens may help one make rational decisions. Consider how obtaining information before buying may help in decision making. Decide on household linens about which an individual or the class wish to have information on, such as, bedding, towels and table linen and study buying guides for them.

BUYING BEDDING

Identify what the "well-dressed" bed wears, such as a mattress pad, bottom sheet, top sheet, pillow cases for each pillow, winter or summer blankets or quilts (in season), bedspread, decorative accessories, such as a dust ruffle, pillows, bolster, canopy, etc. Recognize that buying bedding with an eye to quality may mean lasting service since "bedclothes" do not change styles very often. Consider how bedding has a stake in sleeping comfort as well as in the appearance of the bed. Identify the foundations of sleeping comfort, such as a "good" mattress and bedsprings, smooth sheets, plump pillows and warm cover. Study the basic facts about materials, design and construction that the "informed" consumer will find out before buying bedding.

SELECTING MATTRESS PROTECTORS AND PADS

Discuss the purpose of mattress pads and protectors. Recognize how mattress protectors or covers help keep the mattress clean by providing a dustproof cover which may be removed for laundering. Examine mattress covers in different materials (muslin, plastic or quilted) and in various styles ("snapped on," "pinned on," contour, etc.) Consider how mattress pads may contribute to the comfort of a bed by providing a smooth and resilient surface. Consider how some mattress pads are designed to protect the mattress from moisture. Discuss the different sizes available in protective pads according to the need for protecting all or a portion of the bed. Examine mattress pads of different materials (quilted cotton, plastic, foam rubber, latex, etc.) and of different styles. Discuss the use, care and wear of each.

SELECTING SHEETS

Recognize that the variety of fibers, sizes, qualities, colors, decorative features and styles of sheets available means that sheets may be bought according to the bed, the need and the budget. Discuss how sheets have become fashion items as well as routine household items. Become acquainted with the various colors, scallops, all-over prints, stripes, colored borders, monograms and matched ensembles including sheets, pillowcases, blankets and spreads. Discuss the selection of type and grade of sheets according to the person, use and expected wear. Discuss why the "bride to be" might choose different type sheets than the mother would choose for the bunk of a twelve year old boy or why sheets bought for the lake or beach cottage might be different in type from those selected for the guest room.

Study the American Standards Association standard for certain kinds of sheets. Recognize that the ASA standards are entirely voluntary and manufacturers who agree to use them may label their products in accordance with ASA suggestions and may say that the product meets or exceeds ASA standards. Study sheet sizes which are standardized according to types of beds, such as, cot or studio couch, single or twin, three quarters, double, king-size, etc. Recognize how adequacy of width and length may increase the wearability of a sheet and the satisfaction received from it. Study styles of sheets (including flat, fitted and contour). Discuss use and care of the various styles. Study how durability of and satisfaction with sheets may be predetermined through processes, such as:

- Look for brands that can be depended upon for quality.
- Determine the type of sheet according to use—Percales (combed yarns) are softer, smoother, lighter in weight, and have a higher thread count. Muslins (carded yarn) are sturdier, have a lower thread count, are heavier in weight and endure hard wear when quality muslins are selected. Since percales are lighter in weight, cost for commercial laundry may be less for percales than for muslins when cost is determined by weight.
- Look for the thread count (as indicated on label) to determine the number of crosswise and lengthwise threads per square inch. Study the meaning of ASA standards including type 200 (combed yarn) type 180 (combed or carded yarn), type 140 (carded yarn) and type 128 (carded yarn).
- Look for a smooth flat finish with little fuzz.
- Hold the sheet up to the light to observe how closely the sheet is woven and to determine whether or not the crosswise threads (woof) and lengthwise threads (warp) are even in thickness and run straight and unbroken from selvedge to selvedge.
- Rub the sheet together to see if sheet has been sized (no fine powder will come off on one's hands unless excess sizing has been used).
- Look on the label for the tensile strength—which tells the number of pounds of strain the threads will take before breaking. Study ASA standards which provide a tensile strength of: 60 lbs. for type 200; 60 lbs. for type 140; and 55 lbs. for type 128.
- Look at the edge of the fabric (selvedge) to see if it is firm, strong, clean, neat and tape-like with no loose untidy threads.
- Examine labels of colored sheets, color-trimmed sheets or printed or color-woven patterns for guarantees that they are colorfast to laundering or that they meet ASA standards.

Identify meaning of terms in reference to yarn quality and weaving as follows:

- *First quality*—has even, quality yarns and is practically free from weaving imperfections with all filling yarn running unbroken from selvedge to selvedge.
- *Seconds and irregulars*—contain some weaving imperfections and imperfect yarns (when buying open out sheets to locate the imperfections to see if they are of a kind or in places that would affect durability).
- *Run of the mill*—sheets that are sold ungraded from the mill. (Some may prove to be

first quality while others may be too poor to class as seconds and the buyer takes the risk).

Examine knitted sheets of different fibers and discuss their use. Study how these are bought according to denier (weight of yarn) and gauge (number of rows of loops per 1½ inch crosswise).

SELECTING PILLOW CASES AND PILLOWS Discuss how the guides in selecting sheets apply to the buying of pillow cases. Consider that hemmed pillow cases two inches larger in circumference (distance around) and six inches longer than the pillows they are to fit allows for ease in putting them on, eliminates strain and presents a neat fitted appearance.

Discuss how the pillow market has been complicated by the addition of many new filling materials. Identify the types of fillings, such as down, feathers, foam or sponge, rubber, hair, spanish moss, Kapok, Acrilan, Dacron, Orlon, etc. Discuss how personal preferences may influence choice of filling in relation to what persons want a pillow to do for them. Use examples, such as: when a soft, yielding, luxurious "sink-into" pillow is preferred, select down, waterfowl feathers (goose or duck), Acrilan, Dacron or Orlon; when firm support of head and shoulders without too much give is desired, select foam rubber; or for a very firm pillow, select rubber, hair or spanish moss; etc. Discuss the relationship of some pillow fillings to allergies of some persons which may be a consideration when buying pillows in some families. Discuss how using a plastic pillowcase under the regular pillowcase may be a means of keeping the feather dust from leaking through when persons are allergic to feather dust. Discuss how the "inside story" may make itself known through unpleasant odors. Discuss how sniffing pillows when buying may aid in detecting odors due to improper processing of fibers or rubber or improper cleaning or curing of feathers. Recognize that pillow odors will not deminish with age with any type of pillow filling including rubber.

SELECTING BED COVER Discuss the influence of cover on sleeping comfort. Discuss personal preferences for light, medium and heavy cover. Consider personal preferences in relation to kinds of cover, such as, blankets, electric blankets or sheets, quilts, afghans, comforts, etc. Study choice of cover in relation to personal preferences; sizes and types of beds; fabrics and fibers; and cost.

SELECTING BEDSRPEADS Discuss how the bedspread may help to carry out the mood of a room, contribute to the color harmony and carry out a useful function. Consider how style of spread may vary according to type of room, such as boy's room, girl's room, college dormitories, formal master bedrooms, formal guestrooms, informal bedrooms, etc. Discuss how use of a room as a bed-living room influences the choice of spread. Study styles and fabrics of bedspreads in relation to use. Collect ideas for spreads.

SELECTING TOWELS Discuss the contribution of towels (selected according to use) to the comfort of both family members and guests. Identify types of towels as bath towels, hand towels (or face towels) guests towels, finger towels, bath clothes and bath mats. Examine each type and discuss its use. Consider how bath and hand towels receive hardest wear and may be selected for durability and absorbency, while guest and finger towels may be delicate, fancy or plain in

relation to personal preferences. Study qualities, sizes and brand names of towels. Recognize how towels may be color coordinated for harmony and beauty.

PROCESSES IN SELECTING TABLEWARE

Identify tableware as flatware, dinnerware and glassware. Discuss the uniqueness in the processes of acquiring and using tableware in comparison to other aspects of home furnishings. Recognize how tableware is acquired not only through planned and/or impulse buying but by gifts and inheritance. Discuss the practice of some families of having "everyday" and "company" tableware and linens which is not practiced with other furnishings, such as chairs, lamps, bedspreads, draperies, etc. Discuss the practice of brides of selecting their silver pattern, china and crystal and registering them at local stores prior to marriage.

Consider how wedding gifts often become the basis for the family tableware for years to come. Discuss how the wedding silver "comes to stay" and is often handed down in the family. Discuss reasons for choosing silver, china and crystal according to what one would enjoy seeing every day and enjoy using year after year rather than selecting patterns appropriate to one's present pattern of living.

Discuss how established families shopping for tableware may vary from investing in fine crystal, looking for everyday dishes to merely looking for something colorful or different to use at breakfast, bridge or special parties. Discuss how the selection of tableware involves a thinking through process in relation to: personal preferences for shapes and materials; use in relation to family living patterns; expected wear; and cost in relation to budget.

Recognize how a knowledge of *flatware, dinnerware and glassware* may contribute to rational decisions when making selections of one price or a service for twelve. Consider that although any piece of tableware may have its own individual beauty, it is seldom used in isolation. Discuss how the components of tableware may be selected to harmonize or contrast according to the effect desired.

SELECTING FLATWARE

Discuss how the use of sterling silver and stainless steel flatware does not harm it but may even mellow the surface and make it more beautiful. Consider why flatware may, therefore, be selected for its potential permanence. Consider how flatware may be obtained in place settings or in open stock. Recognize that place settings vary in the number and kind of pieces included and may include pieces not as desirable for first use as some other pieces obtainable in open stock. Consider that luncheon knives rather than dinner knives are usually included in "place settings and some families may prefer dinner knives for use with dinner or larger plates. Study the pieces of flatware available and identify those used most often by families in the school-community which may be considered as first items of purchase.

Study the different materials of which flatware is made considering durability and cost, such as:

- Sterling silver—relatively expensive but does not wear out.
- Silver plated ware—costs less but plating wears off quickly unless it is double or triple plated and reinforced at points of greatest wear.
- Dirylite—is of medium price and is hard and durable. For some uses the gold color may restrict its adaptability.

- Stainless steel—the price range varies by weight and design. It is durable, non-tarnishable and seldom discolors.

Study shapes of silverware and other kinds of flatware. Discuss how flatware is handled often and pieces that are easy to pick up, hold firmly and use according to purpose are considerations when selecting the design. Consider size of the pieces in relation to dinner plates, luncheon plates and steak plates. Consider weight of the pieces in relation to expected use.

Study patterns in the different brands of sterling, plated silver, stainless steel and other types of flatware. Recognize that patterns are available in many styles to be selected according to a person's taste, pattern of living and concept of design. Discuss why fads and transitory tastes might not be rational bases for selecting sterling silver which will endure more than a lifetime. Discuss why flatware patterns because of the small size and distinctive use may be selected with either considerable ornamentation or very plain. Consider that plain patterns tend to scratch and ornamented patterns may be more difficult to clean. Recognize that both kinds of patterns in sterling silver tend to mellow and grow more beautiful with use.

SELECTING DINNERWARE

Discuss how dinnerware tends to set the character of the table since it is more conspicuous than flatware or glassware. Discuss the application of the art principle "form follows function" when selecting dishes. Study size and shape of dishes in relation to use. Identify the differences in the design and function of various pieces of dinnerware, such as: dinner, luncheon, breakfast and steak plates; salad, bread and butter and fruit plates; fruit and cereal dishes; different kinds of cups and saucers; cream soup bowls; bouillon cups; creamer and covered sugar bowls, sauce or gravy boat, platters, of various sizes, vegetable dishes, etc. Discuss how some of the dishes may serve multiple purposes. Identify considerations in selecting size and shape in relation to use, such as: large and deep enough to hold food without spilling; cups with finger fitting handles and rims that fit the lips; etc. Examine different sizes and shapes of dinner plates, cups, saucers, salad plates, bread and butter plates and serving pieces and evaluate the size and shape in relation to use.

Recognize that dinnerware is available in a variety of materials, colors and patterns at different prices which makes possible selections compatible with use, room setting, personal preferences and budget. Discuss the fact that all types of dinnerware (except plastics) are made from clay, flint and feldspar, are fired to some degree of hardness and are covered with a glaze. Recognize that when a dish is not fired hard, it is porous and absorbs moisture and when it is fired hard, it does not absorb moisture and is called "vitrified." Consider how the degree of hardness affects the wearing qualities (resistance to chipping and breakage) and cost. Identify a glaze as glass-like coating put over the surface of ware and when the glazed ware is fired in a kiln, a smooth glossy surface results making the surface impervious to moisture. Study how clear glazes permit the body color to show through and colored glazes produce a solid-colored ware. Identify mat glaze as a dull glaze without gloss. Recognize that when the colors of the body of the ware and the glaze are not the same, a chipped spot will show the natural color of the body. Examine chipped ware to observe the effect. Study methods of decorating ware before the glaze (underglaze) and on top of the glaze

(overglaze). Recognize how a hard glaze reduces cracks and scratches and why underglaze decorations are more durable than overglaze. Study characteristics and expectations of different types of dinnerware including plastics, pottery, earthenware (course and fine) semi-vitreous china and china. Identify each type and discuss its use and relative cost.

Consider how dishes that double as cooking and serving containers may save time and assure hot food. Identify dishes that serve both purposes. Discuss methods of purchasing dishes in sets of various sizes or from open stock. Identify the meaning of "starter sets" ("foundation sets" or "essential sets") and relative cost of adding pieces as needed. Discuss how replacement as well as original cost may merit consideration. Recognize that "open stock" is no longer a guarantee of availability for a long time. Recognize the practice of manufacturers of "discontinuing" patterns from time to time. Study brand names of dinnerware including domestic and imported brands.

Study designs, textures and patterns of various kinds of dinnerware in relation to the art principles. Experiment with combinations of solid and patterned ware and evaluate the effect. Consider the opportunities for creativity with "mix and match" ideas. Consider how one might grow tired of colors and patterns that are overly aggressive or become bored with dinnerware that is lacking in character. Discuss how dinnerware might be chosen to harmonize with other table appointments, furniture and mood of the room to achieve unity with variety in a personalized way. Visit china shops or china departments to study available types of dinnerware.

SELECTING GLASSWARE

Discuss the contribution of glassware to the service and beauty of a meal. Identify glassware styles as stemware and tumblers. Recognize that stemware has a bowl, a stem and a base. Recognize that tumblers have a flat bottom with straight or flared sides and are more casual in design. Display pieces in both styles and identify goblets, compotes, berry dishes and tumblers (in various sizes). Discuss uses of each. Set tables using both styles and analyze the effect. Mix the two styles and analyze the effect. Recognize the formal beauty of stemware and the informal feeling expressed with tumblers. Consider the differences in methods of care and storage space for each style. Discuss the types of dinnerware and flatware that may be used with each style of glassware or in combination.

Discuss the use of the term "glass" to cover other materials ranging from plastic to pottery. Discuss the common reference to plastic glasses, aluminum glasses, etc. Recognize the many kinds of real glass including clear, colored and decorated.

Study how glass is made mainly from silica (sand) with soda, ash, potash and lime or lead added. Consider that the use of lead makes a more brilliant glass than lime and is a vital ingredient in blown glass and cut glass. Study methods of making glassware including the hand-blown, and pressed glass. Study how colored glass is obtained by adding chemicals. Identify methods of decorating glass and examine examples of the different types of decoration including etching, embossed, sand blasting, hand painting and special decorations, such as: Gold or platinum decoration, milk glass, iridescent glass, filigree, case glass (clear glass with layers of colored glass to give a two-toned effect), etc.

Consider how glassware may be chosen from a wide selection of colors, styles and prices to fit any decor according to personal preference and purpose to be served. Discuss how quality might be identified when buying glassware through: buying well-established brands;

testing the edges by feeling with the finger for smoothness and regularity; and by holding the piece against a white background to check for sparking clearness. Consider how blown glass may be tested for quality by flicking it with the fingernail and a high clear ring will result which indicates the ingredient of lead rather than lime. Discuss the selection of glassware in relation to dinnerware, flatware and table linen with which it will be used. Identify and discuss pieces of glassware that may contribute to the appearance and service of a meal, such as candleholders, flower containers, butter dishes, jelly dishes, celery dishes, etc.

SELECTING TABLE LINEN

Discuss the use of table linen (flax, cotton, rayon, nylon, cork, plastic, paper, reed or a combination) to provide a background for table setting. Identify table linen as table cloths, place mats, napkins and special linens, such as tray covers, bread covers, runners, doilies, coasters, etc. Consider how table linens may be selected to enhance the dinnerware, flatware and glassware to achieve the desired effect (formal, informal, casual, gay, period, modern, etc.). Discuss how table cloths bought or made in keeping with the size of the table will prevent a "too short" or "too long" effect (at least six inches all around and extending to the chair seats on all sides when possible).

Consider how place mats may be bought or made in different shapes in relation to table shape and the design preferred. Recognize that place mats as the name implies are to serve as the cover for a place setting and require a size in keeping with the dishes, silver and glassware to be used at the individual setting.

Study the use of the art elements of color, texture, line and shape in relation to selection of table linens considering other tableware. Experiment with different effects using materials, such as damask, organdy, linen, metallics, net, gingham, crash, monk's cloth, etc. both in cloths and mats. Evaluate results. Experiment with mats of different shapes and textures and evaluate results.

MAKING RATIONAL DECISIONS WHEN SELECTING TABLEWARE

Discuss how the choice of tableware is a "family affair" and may be a means of creativity and enjoyment which may carry through the years. Consider how "thinking through" one's values, goals, needs and resources and becoming informed as a consumer may help one make rational decisions when selecting table ware.

Generalizations

Selection, use and care of household linens influence patterns of family living.

Following the decision-making process in selecting household linens may help in making rational decisions based on values, goals, knowledge, needs and resources.

CONTENT	and	LEARNING EXPERIENCES

CONCEPT: PROCESSES IN FINANCING HOUSING

OBJECTIVES: To help pupils to:

I. Understand the decision-making process in relation to financing housing.

II. Acquire some knowledge of financial policies, procedures and costs.

III. Develop interest in continuous learning in relation to housing costs and methods of financing.

CONTENT	and	LEARNING EXPERIENCES

OVER-ALL PURPOSE OF FINANCIAL MANAGEMENT

Discuss how people continue to worry and develop tensions and fears over money although families in the United States have the highest incomes in the world. Recognize how management of money may help people get what they want most from money which is the over-all purpose of financial management. Consider how a person's attitude toward management of finances may influence their practices. Discuss how a positive attitude (of getting what one wants most) rather than a negative approach (of self-denial or elimination of luxuries) contributes to the use of money in relation to one's values and goals. Recognize that since financing family housing is a large item of cost, financial management of housing involves study and planning in order to make rational decisions in fitting the total costs of housing into the family income as a part of over-all financial management.

TOTAL HOUSING COSTS

Recognize that housing costs involve more than rent or house payments although these are relatively high cost items. Identify other items of expenditure included in housing costs, such as: utilities (telephone, electricity, gas, water, etc.); household operation (cleaning equipment and supplies, maid or cleaning services, lawn care, laundry, etc.) furnishings and equipment (furniture, draperies, rugs, accessories, large and small equipment, household linens, tableware, etc.); replacement and repair (to the house, equipment and furnishings); and home improvements (additions, painting, shrubbery, air conditioning, heating improvements, kitchen and other remodeling, etc.); insurance (on house and household possessions); taxes; etc.

MANAGING THE HOUSING DOLLAR

Discuss why figures frequently cited for the percentage of the family income a family can allocate to housing may be unreliable, since families are unequal in their housing needs and patterns of living. Consider how families may determine their own housing budgets by analyzing their own situation through figuring realistically their income and outgo over a period of time as a means of determining the amount of money that can be spent for housing considering what they will be willing to give up if more expensive housing is desired. Identify decisions involved in managing the housing dollar in relation to individual and famly needs using questions, such as:

- How much money can the family afford to spend for housing? (available income in relation to total costs which it must cover).
- Should the family rent or own its own dwelling and/or furnishings?

- What should be the cost relationship between the price of the house and the price of the furnishings and equipment and between the price of the house and the price of the lot?

DECISION-MAKING IN RELATION TO FINANCING HOUSING

Discuss how throughout the period of family life, decisions are made which affect the lives of family members in various ways. Recognize that such decisions may be impulsive, habitual and/or based on past experience or they may be rational (reasoned) deliberative and goal-directed decisions. Recall processes in rational decision-making (Basic Management). Apply the processes to the family decisions in relation to financing housing. Analyze the processes a family may use in the selection and financing of family housing, such as:

- Analyze family needs and wants in relation to housing considering: stage of family life cycle, age, sex and health of family members; ability, vocational and recreational interests of family members; pattern of family living; etc.
- Clarify family values in relation to housing and decide on priorities of importance.
- Determine standards the family would like to maintain in their home and family life in relation to the physical facilities of housing. (Families can want only what they know and standards are influenced by factors inherent in the culture and the environment.)
- Set goals to be achieved in housing in relation to a realistic appraisal of available resources.
- Identify available resources (human and non-human, private and public) in order to:
  —Determine their adequacy for attaining family goals while being true to family values.
  —Decide how to apportion resources which involves establishing an order of importance for goals in relation to values (priorities).
  —Determine whether the family can increase their resources to attain more goals and/or attain some goals sooner (earn more money, do some work themselves, minimize waste of resources, etc.).
- Allocate resources remembering that when a resource is allocated for one use, it is not usually available for another and considering what one gives up when one alternate is selected instead of another.

Take a case study of a family and follow the processes in decision-making involved in deciding on type and cost of housing.

FACTORS INVOLVED IN TOTAL COST OF HOME OWNERSHIP

Study how decisions to rent, buy or build a house may be made on a rational basis when all factors are considered (refer to Advanced Housing). Identify and study factors involved in the total cost of home ownership, such as sale price; whether house is bought for cash or credit; size and terms of loan; taxes; insurance; closing costs; depreciation; and maintenance.

USE OF CREDIT IN FINANCING HOUSING

Study use of credit in financing housing (refer to Specialized Management).

Generalizations

Housing financing is an integral part of over-all financial management and requires making rational decisions with regard to fitting housing expenditures within individual and family income.

The willingness and ability of individual family members to do some of the construction of the dwelling and its contents and to do some of the maintenance of the property are means of extending family income.

Using resources, such as time, energy and money for obtaining housing, furnishings, and equipment requires giving up the use of these resources for other purposes.

Factors involved in the total cost of home ownership depends on the sale price; on whether housing is bought for cash and/or credit; the size and terms of loan, if any; taxes; insurance; closing costs; depreciation; and maintenance.

CONCEPT: PROCESSES IN MAINTAINING A HOUSE

OBJECTIVES: To help pupils to:

I. Apply management principles in maintaining and using a house.

II. Understand the relationship of use and care to the appearance and safety of the home and to the cost of maintenance and repair.

CONTENT and LEARNING EXPERIENCES

"HOME" KEEPING

Discuss the role of the homemaker in "home" keeping. Recall that the home is the setting for the development of family members (Basic Housing and Advanced Human Development). Recognize that the home may be "kept" in ways and with attitudes that contribute to or hinder the development of family members. Discuss the meaning of "home" keeping and analyze what it involves, such as: furnishing and equipping the home and keeping it furnished and equipped with additions and replacements as needed; making the home comfortable and decorative; keeping the home clean, safe, in order and in good repair; and managing family routines and special activities in relation to family goals and values (feeding the family, taking care of the children, managing the laundry, marketing, keeping family clothing ready to wear, managing the family money, entertaining guests, etc.).

Discuss how "home" keeping may contibute to personal and family satisfactions, pride and status. Identify and discuss factors which influence successful home keeping on the part of the homemaker, such as: wanting to be a "home" keeper; recognizing the influence of the home setting on the development of family members; management skills and homemaking abilities; being creative with household work, etc.

"HOME" KEEPING—A PLANNED AFFAIR

Discuss how "home" keeping is a planned affair and begins with the selection of the neighborhood, site, house and its contents. Identify and discuss factors which influence the pleasure and ease of living and working in a house, such as:

- *Location and site*—A smoky location, dust due to absence of paved streets or driveway, a yard without grass, etc. can increase the work load of the homemaker.
- *Structural design and placement of the house*—Nearness to street, garbage disposal, the relationship of rooms; traffic patterns within the house; division and arrangement of floor space; number of stories and whether a basement is included; location within the house and within a room for special activities (study, sewing, laundering, grooming, dressing, preparation and service of food, etc.); influence the expenditure of effort, time and energy for "home" keeping activities.
- *Number, size, arrangement and location of storage facilities* — The extent to which storage facilities meet the needs of the family by providing an accessible place for all their possessions and aid in keeping them orderly and in good condition will either simplify or complicate home keeping and family activities.
- *The kinds, quantity and quality* (structural design, materials and construction) *of furniture and furnishings*—The practice of having no more furniture and accessories than are used or enjoyed and choosing them with a view to their expected care may help simplify household work.
- *The number, kind and quality of household appliances*—The selection of appliances that are easy to operate and which are designed to minimize effort contribute to the ease of "home" keeping.
- *Provision of environmental conditions*—The methods used to heat and/or cool the home, the control of odors and fumes inside and outside the home and the extent of control of temperature and humidity influence the ease of housecleaning and psychological satisfactions.
- *Quality of construction, materials and finishes*—Materials, furniture and equipment that are easy to maintain and doors and windows that keep out dust and wind and are free from dust-catching ledges and crevices contribute to ease of "home" keeping.

HOME KEEPING—A FAMILY AFFAIR

Discuss how a clean and orderly house creates a restful atmosphere and creates a respect for family possessions. Recognize that since the entire family occupies and enjoys the home, all family members may share in keeping it clean and orderly. Discuss how family thinking and behavior may be oriented to a clean and orderly home when this is valued by all family members and becomes a family goal.

Discuss how families may orient their thinking to easy upkeep, uncluttered rooms and ample storage space when a clean and orderly home becomes the goal of and is valued by all family members and not by just the homemaker. Discuss how each person assuming responsibility for his own clutter can make "home" keeping "a shared" affair. Identify practices of individuals that when multiplied for each family member results in clutter, such as: leaving lids off of jars and tops off of boxes; strewing newspapers, books and/or papers on the floor, sofa or table; failure to make up beds, put away clothes, and other personal belongings; etc. Recognize that "keeping up" with *home keeping* usually means less work than "letting things go" and having to do much work at once. Discuss how families may vary in their practices of "keeping up" with house care, such as: some families may give the family room or living area a quick cleanup each night before going to bed with

everyone helping to put away magazines, games, records, homework, emptying ashtrays and putting furniture in place; some families may also wash dishes from evening snacks and entertaining, start preparations for breakfast and put in place the things needed in the morning for school and work; other families may prefer to relax in the evening and get up earlier in the morning to start preparations for the day. Discuss how family goals, values and standards influence family practices in regard to home keeping.

PROCESSES IN ORGANIZING FOR HOUSE CARE

Discuss how the extent of housework is influenced by the design, materials and arrangement of every part of the house and the management of the homemaker. Identify and discuss processes of organization to keep the home orderly and clean, such as:

- *Prevent House Care* by arranging to:

  —"Keep dirt out"—Have a doormat at each entrance. Sweep the porch, steps and walk frequently. Have a place inside the rear entrance to wash up, to remove muddy shoes and remove rain gear before going into living areas.

  —"Reduce clutter"—Provide a waste basket in every room. Remove unnecessary furniture. Eliminate dust catchers which contribute little to the decor, such as small decorative objects. Avoid clutter by discarding or eliminating articles which are no longer important to the family.

  —"Organize storage"—Discard items never used. Put things used most often where they are easy to see and reach. Add extra shelves and drawer dividers where possible.

  —"Arrange places for children's activities"—Have specified places for eating; using play materials (paint, crayons, paste, cut-outs, etc.); active sports; etc.

- *Put Things Away.* Speed and efficiency in putting things away are facilitated when:

  —Centers for major family activities are designated and the needed items are placed near at hand; each object is located so that it is moved as infrequently as possible (chairs, tables, lamps) and storage is provided for everything not in continuous use; a maximum of fixed objects are provided such as built-in furniture units, lighting fixtures fastened to wall, etc.; objects that are movable are lightweight, easy to grasp and lift and will withstand the wear that moving brings; etc.

- *Simplify Cleaning* (Refer to Management Units). Cleaning is necessary to preserve surfaces and to prevent expensive repairs and replacements. Cleaning can be less of a chore when shapes, colors and materials are chosen with maintenance in mind, when storage for cleaning materials is provided in a well-organized and centrally located place and when cleaning methods are "thought through" rather than done haphazardly, and when "own pattern" of work is developed in keeping with family values, goals and resources. Some work methods to make cleaning easier are:

  —Decide what house care jobs are important to the well-being of own family.

  —Allow time for various tasks to avoid pressure and tension and work at own pace.

  —Become an expert at cleaning and it will take less energy.

—Set limits of accomplishments and take frequent rest periods.

—Maintain good posture—It is less tiring.

—Sit to work when possible.

—Wear comfortable shoes and clothing.

—Avoid strain in reaching.

—Bend at knees instead of at waist to clean low surfaces.

—Make a flexible work plan, such as:

Room	Daily	Regularly (As Needed)	Once in Awhile
Kitchen	Wash dishes Clean off surfaces Sweep or dry-mop floor Empty garbage and wastebasket	Clean and wax floor Clean and (defrost) refrigerator Clean oven	Clean cabinet shelves Dust or wash walls Wash windows
Living Area	Empty ashtrays and wastebaskets Sweep or vacuum rugs (if needed) Dust floor and other surfaces Discard old newspapers Straighten magazines and accessories	Vacuum carpet and get under furniture Dust lamps, shades, mirrors, ornaments, and below tops of tables	Wax and polish wood furniture Vacuum upholstered pieces Dust books and shelves Clean walls, venetian blinds and woodwork Vacuum or clean curtains and draperies Wash windows
Bedrooms	Make beds Clean floors Dust surfaces Empty wastebasket	Dust thoroughly Clean mirrors Change beds Organize dresser drawers	Use vacuum on mattress Air or dry clean cover Wash or clean bedspread Clean closets Clean walls and woodwork Wash windows
Bathroom	Wash lavatory, tub and commode Wash drinking glass Replace soiled towels Empty wastebasket	Clean and disinfect commode Mop floor Clean mirror Clean metal fixtures Clean cabinets	Wash curtains (window and/or shower) Clean walls

- Take care of cleaning tools and materials

  —Empty vacuum and carpet cleaners frequently.

  —Hang brooms. Rinse them occasionally.

  —Wash and hang mops and sponges. Rinse thoroughly and let dry and store where they will remain dry.

  —Choose cleaning materials that are right for the purpose and follow the manufacturer's directions for efficient and safe results both in using and storing.

LEARNING THE "HOW OF HOME KEEPING"

Recognize that "home keeping" is easier and more fun when one "knows how" and keeps alert to new and improved methods. Study methods of caring for the home and experiment with different methods to evaluate the results including: windows and venetian blinds; wooden floors, carpets and rugs, floor tiles; wood furniture; upholstered furniture; mirrors; ovens; surface units of ranges; percolators; pots and pans; lawn mowers; etc.

HOUSEHOLD SAFETY

Identify causes of many home accidents. Discuss the role of the homemaker in helping to keep the home safe. Consider the hazards of waxed floors, wet floors, throw rugs, disorder such as toys and shoes in the traffic paths, etc. Discuss the hazards of household supplies in this age of chemical cleaning, laundry and insect preparations. Identify products used at home which contain hazardous substances, such as: wax, paint, toilet cleaners, oven cleaners, kerosene, bleach, medicine, lighter fluid, deodorant, drycleaning fluid, insect spray, plant spray and dusts, hair waving lotion, shoe polish, fingernail polish remover, etc. Discuss how these substances are safe when they are used correctly and are stored safely (away from children). Learn the meanings of standard words and labels, such as:

- *Caution* or *Warning*—indicates that the material is a hazard substance.
- *Danger* refers to substances that are highly *toxic,* extremely *flammable* or *corrosive.*
- *Poison* refers to products defined as highly toxic. Some labels carry the familiar skull and crossbones of legally recognized poisons.

Discuss what to look for on labels in addition to standard words in order to use and store preparations intelligently, such as:

- Indications of principal hazard such as "causes burns," "vapor harmful," "flammable," etc.
- Precautionary measures describing the action to be followed or avoided.
- Instructions for handling and storage.
- Instructions for first aid treatment when necessary.
- The statement, "Keep Out of Reach of Children."

Study the dangers when household detergents are mixed. Recognize that because certain household products are useful does not mean that a combination of them will do the job better. Consider how some combinations may neutralize each other thus rendering them

both ineffective while others may intensify the action which may have harmful or strong effects. Recognize that dangerous "detergent gas" may develop from a "witches brew" or do-it-yourself cleanser made from a toilet bowl cleanser, chlorine bleach and ammonia. Identify other substances which are dangerous to mix with bleaching agents and toilet bowl cleansers, such as ammonia, lye, rust remover, vinegar and oven cleaner. Study how the addition of the old familiar chlorine bleach (a sodium hypochlorinate solution) to an acid or acid-producing substance, such as a toilet bowl cleaner or just plain vinegar will suddenly release a quantity of toxic chlorine gas. Study how a similar reaction takes place when chlorine bleach is mixed with other alkaline matter such as ammonia or lye to produce a highly irritating gas which if inhaled can cause serious injury or possibly death.

Compile safety hints for homemakers in "home keeping."

Generalizations

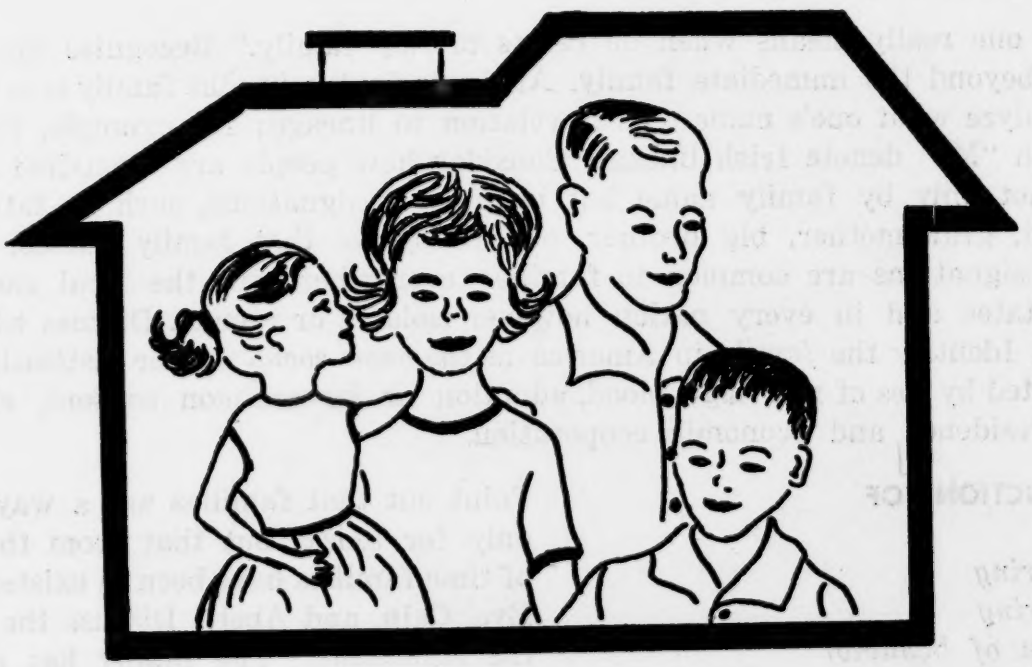
The ways in which furnishings and equipment are used and cared for influence maintenance required, cost of repair and family morale and well-being.

Safety in housing is influenced by the construction and maintenance of materials.

TEACHER'S NOTES

HUMAN DEVELOPMENT AND THE FAMILY

YEAR OF HOME ECONOMICS	CONCEPTS INCLUDED	PAGE NUMBER
Basic Home Economics	• Universality of Families	436
	• Meaning of "Self" (Development and Socialization of the Individual)	441
	• Relating to Others as a Teenager (Development and Socialization of the Individual)	445
Advanced Home Economics	• Preparation for Marriage	457
	• The Family and Its Members (Uniqueness of Individuals and Families)	463
	• Development of the Individual	471
Specialized Home Economics	• Care and Guidance of Children (Human Development)	487
	• Challenge and Creative Possibilities of Change	511
	• The Family and the Community	517



HUMAN DEVELOPMENT AND THE FAMILY

Basic Home Economics

CONCEPT: UNIVERSALITY OF FAMILIES

OBJECTIVES: To help pupils to:

I. Develop a sense of pride in their family.

II. Understand the functions of the family as a Universal Unit in Society.

III. Understand how cultural patterns are transmitted through all families from generation to generation.

IV. Understand that all families have similarities and differences.

V. Recognize the universality of values as a means of directing behavior and giving meaning to life for individuals and families.

CONTENT	and	LEARNING EXPERIENCES

THE FAMILY AS A UNIVERSAL UNIT IN SOCIETY

Discuss the meaning of the phrase, "What's in a name?" Take own name and analyze what it tells. Identify the difference in given names and surnames. Give examples of where the mother's surname was used as a given name for a child. Discuss the use of family names as given names. Point out the feeling of ownership associated with the family name. Discuss cases where families have changed the spelling or pronounciation of their names, for example, Smith to Smythe, to make their family name unique. Discuss ways in which families show pride in their family name. Read newspaper clippings of weddings showing the pride not only in parents' names but in names of maternal and paternal grandparents.

Discuss what one really means when he refers to "my family." Recognize the meaning of "my family" beyond the immediate family. Analyze why tracing the family tree is of interest to people. Analyze what one's name tells in relation to lineage; for example, family names beginning with "Mc" denote Irish lineage. Consider how people are identified as members of families, not only by family name but by other designations, such as father, mother, youngest child, grandmother, big brother, etc. Recognize that family names, family ties, and family designations are common to families everywhere—in the local community, in the United States and in every nation however isolated or remote. Discuss what is meant by the family. Identify the *family* in America as the *basic social unit* or institution composed of persons united by ties of marriage, blood, adoption or by common consent, characterized by common residence and economic cooperation.

UNIVERSAL FUNCTIONS OF THE FAMILY

Child bearing
Child rearing
Regulation of behavior
Economic support

Point out that families are a way of life not only for today, but that from the beginning of time families have been in existence. (Adam, Eve, Cain, and Abel). Discuss the meaning of the statement, "The family has always been here and is here to stay." Analyze why the family has endured so long and is a recognized

unit in every society. Recognize that all societies expect the family to perform certain functions regardless of how civilized or primitive the culture may be. Identify these functions as *child bearing, child rearing, regulation of behavior,* and *economic support.* Take account of the expectations of the American family in relation to child rearing, which include the responsibilities of:

- Meeting the basic needs of family members (both youth and adults).
- Producing healthy personalities.
- Preparing individuals for a meaningful life in society.

Recognize that in all societies the family has some responsibility for children. Consider that nearly all cultures recognize the intrinsic worth of the individual and hold the family responsible for guiding his development. Recognize that this responsibility is shared by the state and/or church in some societies.

TRANSMISSION OF CULTURAL PATTERN FROM GENERATION TO GENERATION THROUGH THE FAMILY

Discuss the meaning of "our generation." Reflect on the fact that no generation begins at the beginning but is influenced by the generations which preceded it. Describe the predicament each new generation would be in if there were no "oldsters" to teach and guide them. Take account of the fact that throughout history parents have passed on to their children the results of their experiences and knowledge. Recognize how this accumulation of knowledge from the past and what parents have learned from living becomes the content of civilization or "our culture."

Identify some of the cultural patterns which have been handed down, such as: the convenience of living made possible by labor-saving equipment; the social behavior which one accepts; food practices, likes and prejudices; language; music; ambitions; attitudes; mores; etc. Reflect on the responsibility of each generation to live and learn and pass on to the next generation that which will lift its level of living and provide a sound cultural background. Discuss ways in which families may preserve or change family cultural patterns since the family is the primary transmitter of the culture.

SIMILARITIES AND DIFFERENCES OF FAMILIES

Describe families in own neighborhood. From these descriptions, list ways in which these families are alike. List ways in which these families are different. Point out some similarities and differences in relation to family structure (make-up of the family with variations in number, ages, persons living in the family home, etc.). Discuss how families are similar in that affection is a recognized bond (affection of a man for a woman, affection of a woman for a man, and the affection of both for their children). Discuss how families find different ways of demonstrating their love.

Discuss how families are alike in that they celebrate special occasions but may differ considerably in regard to which occasions they celebrate and how they celebrate the same occasions. Cite differences in families in relation to who is head of the house, the "boss" or who makes the decisions. Discuss the trend away from "authority vested in one individual" to a more democratic relationship. Use examples showing the differences in the authority patterns of families in the local community, in TV serials, movies, etc. Point out reasons

for controls established within the family through the "permissive" rather than "restrictive" methods of child rearing. Compare the family pattern of early colonial America and today's family. Consider in what ways they are still similar and note differences, such as children were seen but not heard, as compared with the child as the center of interest in many families today.

Discuss how families differ from north to south and east to west in America. Recognize that although there are many differences, there are also many similarities. Identify the similarities. Compare American families with families of other nations and identify differences and similarities in family structures, authorty patterns, ways of solving problems, and means of achieving family goals. Conclude that the similarities of families and the creative utilization of differences contribute to enrichment of living and strength in our society.

UNIVERSALITY OF FAMILIES IN RELATION TO GOALS AND VALUES

Consider that parents around the world have different ideas about the kinds of persons they want their children to become. Point out how these differences in goals result in differences in how families rear their children. Identify some of these differences. Point out that child-rearing practices are influenced by perceptions of the kinds of persons parents want their children to become. Analyze the following kinds of parents in relation to the way their children might be reared: domineering, devoted, doting and delinquent. Discuss how the children reared under each type parent might differ.

Discuss how families differ in what they want and what they believe to be important (goals and values). Discuss how family values influence the goals they work to achieve. Point out that because families differ in what they value, they differ in their goals and thus differ in behavior (or what they do in relation to their values and goals). Identify values held by families as the source of strength both to the family and to society. Point out how values held by families, those unique to each family and those common to many families, may motivate family behavior and contribute to the enrichment of living.

FAMILY BEHAVIOR—EVIDENCE OF VALUES HELD BY FAMILIES

Point out how behavior of families gives evidence of the values they hold. Cite examples of family behavior that would indicate that a family is:

- A "things" centered family
- A "people" centered family
- An "idea" centered family
- An "activities" centered family
- A "status" centered family
- A "turned-in-on-itself" family

UNIVERSAL VALUES FAMILIES HOLD IN COMMON

Love
Knowledge

Recognize that although family values vary, research has shown that most families hold some common values which have been identified as: love, knowledge, art, health, comfort,

Art
Health
Comfort
Ambitions
Efficiency in Work
Recreation
Religion

ambitions, efficiency in work, recreation and religion. Discuss why these values have endured through the years and are held in common b yfamilies.

Discuss *love* as a value held by all families because the giving and receiving of love is a basic need of all human beings. Discuss the interpretation of love in several *Bible* references. Identify ways in which family members show love for each other and for their fellow man. Identify behavior which may indicate a lack of love or concern using the phrase, "Actions speak louder than words." Consider that when families value love, they show it through various acts of love and charity and help make life worth living for others.

Consider the value of *knowledge* in family life. Recognize that each new life born into a family is empty of knowledge until it is taught. Consider that the twentieth century baby is no more knowledgeable than the baby born in 1700. Recognize that the family transmits its values, knowledge, and attitudes to the next generation. Discuss the family as the child's first and most influential teacher. Take account of the increasing store of new knowledge brought about by each new generation, thereby building on knowledge previously obtained. Consider the increasing need for knowledge both taught by the family and encouraged by the family for acquisition in schools and through experience. Consider that a child is born "wanting to know." Identify behavior of families that discourage or thwart a thirst for knowledge and behavior of families that encourage or motivate learning.

Recognize that families appreciate *art* in varying degrees and forms but universally families appreciate some aspects of art. Discuss the art expressions of primative man and in early civilization as revealed through history. Recognize the contribution of art expression and appreciation to family life.

Identify *health* as a universal value held by families. Discuss ways the family begins thinking about the health of its young even before birth and begins early to care for the child's health needs at least to some degree. Discuss practices of families that value health.

Discuss the meaning of the phrase, "comforts of home." Recognize *comfort* as a value universally held by families although the meaning of the phrase may differ from family to family. Consider the evidences that families value comfort as seen in the amount of money spent for housing, heating, cooling, comfortable clothing, etc. Analyze why "the comforts of home" are often spoken of in a special way.

Define *ambition* and analyze why this is a value held by most families. Through examples, identify ambitions families have for themselves and for their children. Consider how parents may motivate or curtail ambitions in their children. Discuss how parents may seek to achieve their own unfilled ambitions through their children and the consequent results. Discuss the effect of ambitions that are beyond possible attainment. Identify ways families may inspire ambition in children.

Give thought to the idea that it takes work to accomplish dreams or realize one's ambitions. Point out the satisfactions gained through *efficiency in work* in an occupation that is worthwhile to society, to the individual and to the family. Identify ways in which the

family may teach children to value work and how to work.

Recognize the increasing value families are placing on *recreation* as evidenced by the purchase of boats, cook-out equipment, sports equipment, and play clothes as well as the increase in vacation travel, attendance at sports events, etc. Discuss the statement, "All work and no play makes Jack a dull boy," and apply to the family's need for relaxation. Consider that increased leisure time provides more opportunity for family members to find ways of relaxing that will enrich living for all family members. Discuss how families may play together and what this may mean to family unity as well as to the development of family members.

Give thought to the universal desire to worship; regardless of how primitive a culture may be, there seems to be this inborn need for worship. Discuss the place of *religion* in the home and consider its value in establishing a set of values and a faith to live by.

DIFFERENCES AMONG FAMILIES RESULTING FROM VARYING DEGREES WITH WHICH UNIVERSAL VALUES ARE HELD

Recognize that families hold these universal values in varying degrees and they influence family goals in different ways, thus helping to account for the many differences among families. Show how because families are different, there can be no "one way" of doing things that is correct for every family and that every family has to work out what seems best for them, thus creating differences in ways families solve their problems Recognize that not only are families different in how they solve their problems but each family may solve their problems differently as new situations occur, for example, use of family car, deciding on whether or not the wife will work, methods of discipline, family investments, etc. Consider that although families have many differences, there is hope in these differences as well as strength in the similarities.

CONTRIBUTION OF KNOWLEDGE OF OTHER CULTURES TO AN UNDERSTANDING OF PEOPLE

Discuss the meaning of the statement, "The world is getting smaller." Identify the factors which are bringing this about, such as: developments in transportation and communications; exchange of students; more information available; peace corps; etc. Recognize that as knowledge about families in other nations and other cultures increases, one's understanding of the people increases. Recognize that America is a "melting pot" for many nationalities and thus Americans have opportunities to understand many cultures and their influence on people. Discuss ways one might learn more about people of other cultures, such as reading, TV programs, newscasts, etc.

Generalizations

In all societies there is a recognized family unit that is expected to assume the functions of child bearing, child rearing, regulation of behavior and economic support.

The family in America is the basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent, characterized by common residence and economic cooperation.

Generalizations Cont'd.

Cultural patterns are transmitted from one generation to another primarily through the family.

There are more similarities in family patterns within a culture than there are in family patterns of different cultures.

Every known society and every individual have values which give direction to behavior and meaning to life.

Understanding of people of other cultures develops as one's knowledge of all aspects of their way of life increases.

CONCEPT: MEANING OF "SELF" (Development and Socialization of the Individual)

OBJECTIVES:

I. Understand the meaning of self.

II. Learn how understanding of self is achieved.

III. Understand the relationship of self-image to behavior.

IV. Understand the influence of opinions of others on self-concept.

CONTENT and LEARNING EXPERIENCES

MEANING OF SELF

Arrange on the bulletin board pictures of people, old and young, with different personality characteristics and showing different moods. Discuss how the differences in people make people interesting and make possible the accomplishments of many different things necessary to the progress of the world. Point out some of the similarities of people as observed from the pictures. Refer to the statement of the Psalmist who wrote, "What is man, that thou art mindful of him?" Recall other quotations from the *Bible* that show concern for each individual, such as "even the hairs of thy head are numbered." Discuss the place of human beings in the Universe beginning with the creation of the world and the creation of man to have dominion over the environment the world provides.

Arrange pictures of class members when they were children. Arrange these on bulletin board using captions, such as "Could This Be You?," "Guess Who?," or "Who-Me?" Compare the baby pictures with the person and note the changes and the similarities. Conclude that people are different yet similar and that each person changes through growth but usually retains some characteristics of early age. Discuss terms that are used to identify people, such as an individual, a person, a personality, human being, or a *self*.

SELF-IDENTIFICATION

Provide for class members to introduce "self." Recall terms used in identifying and introducing people, such as: Mr., Dr., Mrs., Miss, Honorable, Judge, Professor, etc. Discuss other things included in an introduction to help people to know the stranger, such as: "Miss Sally Brown has been our neighbor for five years. She plays the piano and is a good cook. She

has two brothers. Sally has two more years in high school." Identify what "who we are" includes, such as sex, given name, family name, age, place in the family (role), place in school or work (role), how one thinks and feels, what one values, and what one is able to do (skills and abilities). Discuss how "who we are" did not occur immediately but has evolved from birth and continues throughout life as one seeks to know and develop self.

Take account of the fact that the first knowledge of self or self-awareness of a child is when he becomes aware of his hands, later his feet, and still later other body parts. Discuss how a child is helped to identify himself when asked, "Where's your nose; eyes; hair; etc.?" Discuss the next steps in self-identification as a recognition of mother and father. Analyze other means used to identify self as children grow, such as use of personal terms, such as "I", "Mine," "Me," "You," "Yours," "We," and "Ours." Discuss the feeling of pride and intimacy associated with "my mother," "my daddy," and the proof of ownership of "my dog."

Discuss the further awareness of self associated with the identification of sex through recognizing the differences in body build of boys and girls, dress differences, and other differences, such as hair styles, voice, and behavior which identify sex. Discuss teen-agers way of identifying "self" through dress, make-up, and hair styles which are evidences of personal differences and are indications of sex. Discuss ways of identifying "self" with group or organization, such as gangs, social groups, church groups, or organizations such as FHA. Recognize the means used to identify FHA members through use of emblem, colors, official jackets, etc. Point out that the basic need people have "to belong" or to be identified with a group is to satisfy the need for security.

Discuss how identification of teen-agers with each other (peer groups) often results in everyone trying to look alike or do or say the same things. Recognize that teen-talk is a means of identifying with one's peers even though it is not understood by adults. Identify current expressions typical of teens and what these expressions mean. Discuss another aspect of identification which is the association of "self" with an ethnic or geographical group for those whose heritage is rooted in a particular cultural group, such as Jews, Indians, Mexicans, southerners, yankees, westerners, etc.

INDIVIDUAL'S CONCEPT OF SELF OR "SELF-IMAGE"

Recall incidents when persons have been overheard talking to themselves. Point out that although talking aloud to "self" is not common practice, communication with "self" is a means of developing a sense of self. View self in a mirror. Write down what you know about and think of yourself. Identify this knowledge and opinion of self as *self-image* or *self-concept.* Discuss how an "image of self" goes beyond the physical self and includes the whole self (one's thoughts, feelings, values, and one's opinion of his place or role). Recognize that the self image (how one sees himself) includes: the image he has of his appearance; the picture he has of what others think of him (impression he makes on others); how he differs from other people in abilities, resources, and background; what he thinks he might become; and how he feels about his present status and future prospects. Show how one reveals his self-image when introducing oneself. Discuss ways of showing favor or disfavor with oneself through telling one's name. Show how pride, boastfulness, timidity, or shame may be revealed through the way in which one says his name.

Analyze how one's opinion of himself affects his behavior. Use examples of the behavior of a person who is shy and timid as compared with one who is confident and courageous. Identify experiences which may cause a person to think well of himself or to feel inferior. Analyze behavior of an insecure person who is trying to cover up his inferior feelings. Contrast the effect of praise and blame on one's self-image. Contrast the effect of success and failure on one's self-image. Analyze the meaning of this statement. "One usually tries to live up to what others expect of him." Consider the effect on a child when he overhears someone say of him, "He is mean," or "He won't mind me," "He can't learn math," as compared with statements, such as: "He is a very nice boy," "He cooperates with me," "He is trying and is making progress with math." Discuss ways in which people's behavior toward a person influence the person's self-image and thus may motivate or discourage self-development.

Discuss the meaning of the statement, "No one need stay the way he is," in relation to changing one's appearance, attitudes, knowledge, abilities, values, behavior, and the behavior of others toward him. Point out that identification of self with others reflects one's concept of self. Interpret the saying, "Birds of a feather flock together." Discuss ways in which one's association with others influences one's values, attitudes, and behavior. Discuss how one's behavior (both in relation to others and in relation to oneself) reveals what one is, what one is seeking to be, what one thinks of himself, and what one believes others think of him. Point out how one's self may be changed through a changed self-image or through expressed opinions others have of him. Discuss reasons for analyzing self to know one's potentialities, resources, values, and why one feels, thinks, and behaves the way he does.

Consider the differences in persons who are able to see themselves as they are and to accept themselves as compared to those who have a fairy tale view of themselves, downgrade themselves, or are ashamed of themselves. Consider the differences in the way one works toward goals when there is a feeling of confidence about himself and a recognition of his assets and liabilities. Discuss how a positive view of oneself contributes to confidence in facing new and different situations. Discuss the need for developing confidence in youth as a resource in living in a world of change. Recognize that a positive view of self contributes to a positive view of others. (Use examples, such as the person who recognizes his own assets and limitations can recognize these in others without feeling it necessary to downgrade another in order to build himself up.)

Recognize that a positive view of self helps one to become "other-person-centered" rather than "self-centered." Discuss how one's interest in others reveals one's degree of maturity. Recall that a child is egocentric and lives in a world of "me" and "my." Recognize that some adults remain in this stage and continue to say "my car" rather than "our car" in referring to the family car or "my house," "my children," "my money," etc., when these are cooperatively owned. Recognize other evidences of immature behavior associated with self-centeredness in teen-agers and adults, such as: those who are "out only for themselves"; push their way ahead in line; grab for bargains; snatch food at a picnic; etc. Recognize that the "other-centered" person is not only considerate of others but is happy about the success of others.

Recognize that "who we are" is a continuous process which brings about changes in people in keeping with how they feel about themselves what they want to become, and how they

work to achieve it. Consider that one's self-image may include one's expectations and aspirations as well as knowledge of "what one is." Discuss how the recognition of one's capacities is the first step toward the development of them. Recognize own interests, inclinations and capacities and set goals to develop them.

SELF-MANAGEMENT

Discuss the satisfactions associated with "feeling good" about "what one does" and "what one gets." Contrast with the "down-in-the dumps" feelings when things go wrong. Recognize that life for each person is made up of experiences "wanted" and "unwanted" — of things one is glad to have happen and things one would rather not have happen. Consider how one is sometimes responsible and sometimes is not responsible for happenings. Consider how one is always responsible for his own behavior in either circumstance. Recognize that behavior of self may be an asset or liability depending on one's *self-management*. Identify the meaning of management as "the planning, controlling and use of resources to attain ones goals." (Refer to Basic Management.) Consider that "oneself" is a human resource which may be used to help achieve one's goals with satisfaction. Consider that "oneself" is the "goal setter" as well as the "goal achiever." Discuss how one may be a low achiever or a high achiever depending on his aspirations, resources and capacities. Recognize that each person has the capacity for accomplishment when goals are set and carried out in keeping with resources and opportunities.

Recognize that management of "self" involves both decision-making and organization as means of using one's resources to accomplish one's goals in relation to one's values. (Refer to Basic Management.) Recognize how one's behavior is influenced by one's ideals and goals. Consider how goals and values in life are a means of *self-management* to direct "self" to accomplish those things which are believed to be important enough to have priority over other things. Discuss how in the swift growing-up years the teen-ager may learn to manage "self" while learning to manage time, money, energy and other resources. Consider how management of time, money and energy as well as the management of temper, tongue and moods may be accomplished through *self-management* when goals are set, a plan of action is made and carried out through rational decision-making and organization. Use examples of personal goals, occupational goals, educational goals, social goals, family goals, etc.

Discuss how the values one accepts as a teen-ager are likely to become life-time values and influence life-time goals and accomplishments. Recognize how patterns or habits of decision-making may carry over into adult living. Discuss how the process of rational decision-making (thinking through process) may be employed in relation to all aspects of life from deciding whether or not to go steady to choice of a vocation in life. Consider how human beings are the only creatures in the world capable of "thinking through" and making decisions based on thought instead of instinct. Discuss how using one's mental resources in both decision-making and organization can help achieve *self-management*.

Generalizations

The self is a composite of an individual's thoughts, capacities, abilities, feelings and values.

The sense of self grows gradually and continually as the individual participates in an ever-widening environment.

Generalizations Cont'd.

Role is a function assumed by an individual or a group in a particular situation.

The individual's perception of himself determines how he will behave and the response he receives to his behavior in turn may change his perception of himself.

When an individual is held in high esteem by others, he tends to think of himself as a worthy person.

With a positive view of self, one does not have to be afraid of what is new and different.

CONCEPT: RELATING TO OTHERS AS A TEEN-AGER (Development and Socialization of the Individual)

OBJECTIVES: To help pupils to:

I. Understand the influence of parents, teachers, peer groups, and mass media (socializing agencies) on one's self-concept.

II. Understand the meaning and means of socialization and its relationship to one's development.

III. Understand that the process of socialization is different for each person.

IV. Recognize the contribution of the family for socialization.

V. Be able to relate to different people in various situations.

VI. Develop a sense of responsibility for one's behavior.

CONTENT	and	LEARNING EXPERIENCES

WAYS IN WHICH SELF CONCEPT IS INFLUENCED BY MASS MEDIA, PEER GROUPS, TEACHERS AND PARENTS (SOCIALIZING AGENCIES)

Prepare a bulletin board with the caption, "People, People, People!" Use pictures of people of different ages, types and sizes. Use pictures of comics which reveal reactions of "people to people." Discuss how individuals are influenced by people, events and situations in ways that change their concept of themselves. Recognize the effect of the wife fussing with her husband on TV or radio commercials on a wife who views or hears the program. Consider questions, such as: "Will she be led to feel it's all right for her to 'bawl out' her husband?" " "Will she see herself in the other example and mend her ways?" "Will she think nothing of it since it's just a play?" Consider the influence of TV commercials, magazine articles, etc., on hair tyles and other attributes. Recognize the effect of the opinion of one's associates in regard to social skills or sports (dancing, water skiing, swimming) on one's feeling about their own particular skills or sports. Discuss ways in which teachers and parents influence how one feels about his abili-

ties and accomplishments. Recognize how one's associates (of all ages) as well as what one reads, sees, and hears influence a person's self-image and what he may become.

MEANING OF SOCIALIZATION (RELATIONS WITH OTHERS OR SOCIAL CONTACT)

Refer to the scripture quotation in "Genesis" in reference to the creation of woman as "an helpmeet" for man because it was recognized that it was not good for man to be alone. Recognize that human beings have a built-in inherent or basic desire to be with other human beings of the same or opposite sex. Consider that the need to be with people is comparable to other basic needs, such as the need for food when one is hungry, the need for shelter when it's raining. Recognize that when one is lonely, friends and companionship are needed. Recognize that man has always sought the companionship of others.

Consider that man has always lived in groups. Discuss how group living is also true of animals, birds, and insects. Identify reasons for "banding together" for "safety in numbers," companionship, and sharing. Recognize how through group living, certain basic human needs are fulfilled, such as security, belonging, recognition, affection, etc. Consider that when these needs are not met, dissatisfaction with "self" results which is evidenced in the way a person behaves. Consider that, in turn, one's behavior influences the way others think and feel about one. Recognize that in a group relationship how one feels about himself, how he feels and behaves toward others, and how others feel and behave toward him influence the extent to which individual and group goals are achieved.

Consider that since people are all different, getting along harmoniously often presents problems to be solved. Consider that in order to become a part of a group or to be able to function within a group, it becomes necessary to learn the ways of the group and adapt to them. (Use examples, such as expectations of families for their members, ways of working in organizations and church groups, behavior expected of people living in neighborhoods, etc.). Recognize that "no one lives to himself alone" but each lives in relation to others. Consider that society expects some conformity of behavior on the part of people. Recognige that learning to conform in some ways, such as wearing clothing, obeying traffic regulations, observing property rights, etc., is an expectation of society. Discuss how behavior in relation to other people is learned through experiences at home and elsewhere. Recognize that when an experience is gratifying, the behavior is usually repeated but when the experience is disappointing or disapproved the behavior tends to change. Cite examples of ways in which teen-age behavior changes in relation to opinions of parents, teachers, and other teen-agers. Recognize that "growing up" is a period in which individuals learn to "socialize" and learn the ways of people and how to behave in relation to them. Recognize how the extent of one's "socialization" influences one's adjustment to life and one's success in a job. Discuss that more people are fired because they can't get along with others than because of occupational incompetency. Recognize that the ability to get along with people is learned. Identify ways in which one learns to get along with others or to behave toward others, such as through imitating others (learn patterns of behavior from the way they are treated and the ways they see others treated) and through experiences.

Discuss the "laboratories" for socialization in the school-community through which the teen-agers learn social behavior through experiencing social contacts, such as school lunchroom, swimming pools, parties, youth groups, etc. Recognize the desire of teen-agers for "social success" as evidenced by their concern for popularity, friends, and social contacts.

Consider that although all persons have social needs, the means of satisfying them are as different as people are different. Recognize that dancing may be one person's "cup of tea" and another person may prefer photography.

INFLUENCE OF PERSONAL APPEARANCE ON SOCIALIZATION

Discuss the ads of mass media which say that a certain lipstick, a permanent, deodorant, or shampoo will make one popular, successful, and appealing. Recognize that the innate desire of people to be popular and appealing cause many to fall for these ads. Discuss the expectations of our culture that a person make his physical appearance acceptable to others. Discuss ways in which one's appearance shows his respect for other people as well as for himself.

Discuss and demonstrate grooming techniques of methods in relation to teeth, hair, nails, skin, body, care of clothes, etc. Plan for the development of grooming habits as needed. Identify correct posture and discuss the influence of posture on how one feels and looks. Demonstrate methods of walking, sitting, standing, and modeling. Practice until correct methods have become a habit.

Identify movements and habits which detract from one's appearance, such as adjusting clothing, facial expressions, biting nails, and other nervous habits. Discuss ways in which one may recognize and overcome these deterrents to appearance. Discuss how one's facial expression reflects the inner self and may add to or detract from one's appearance. Recall that facial expressions communicate to others one's attitudes and feelings and influence relationships.

COMMUNICATION—A MEANS OF SOCIALIZATION

Recognize that the human beings living in any age make up a network of communication. Identify the family and its relatives as a network; the school with its teachers and schoolmates as a network; clubs and organizations as networks; social groups, government agencies, churches, etc., as networks. Discuss how people interact or relate themselves to others through these channels of communication. Recognize the place of communication in getting along with others. Identify ways in which people communicate through winks, smiles, and a pat on the back. Discuss what personal appearance communicates to others about oneself. Prepare a bulletin board using captions, such as "First Impression—What Does It Tell?" Identify a "cheerful" look, "well-groomed" look, and a "cheap" look.

Consider ways of "sounding" attractive as well as looking attractive. Listen to own voice to determine what it tells other than words. Identify voices associated with cheerfulness, nervousness, grouchiness, laziness, sympathy, etc. Recognize the effect of loud talk as compared with well-modulated tones. Consider that talking in a loud tone is a habit which can be changed through conscious effort. Recognize that voice tones may be changed through effort. Identify current "teen talk" and what it conveys to other teen-agers although it may not be understood by others. Recognize "teen talk" as both communication and socialization.

Identify listening as well as talking as a means of communication. Discuss ways of developing the listening habit. Identify ways of knowing when the other person is listening since communication is a two-way process. Consider the advantages of developing sensitivity to the reaction of others to what one is saying. Discuss reactions to persons who constantly use "I, me, and mine" and to persons who talk constantly without letting anyone else share in

the talk. Discuss the art of conversation as a social skill that is used every day of our lives and is worth cultivating. Discuss techniques used by people to make conversation meaningful, shared and enjoyable, such as:

- Avoid offensive, embarrassing or controversial topics.
- Avoid interrupting.
- Be an alert listener.
- Show interest in a variety of things.
- Avoid talking excessively about "yourself."
- Avoid talking down to people.
- Speak in a tone loud enough to be heard.
- Avoid being too opinionated.
- Close the conversation with a pleasant feeling.
- Avoid personal questions, gossip and criticism.
- Avoid correcting another's grammar.
- Be tactful in remarks.
- Listen to the opinions of others with respect.
- Demonstrate a real liking for people.
- Show courtesy.
- Speak distinctly and with ease.
- Use correct grammar but avoid "stilted" phrases.
- Cultivate a pleasing voice.

Consider how the techniques used in face-to-face conversation are also useful when using the telephone. Discuss one's telephone voice and technique and what impression it makes on the listener. Discuss the statement, "The voice with a smile wins," and relate it to impression formed when one sounds alert, pleasant, and interested. Discuss methods of answering the telephone in one's own home, in another's home, and in a place of business. Discuss visiting over the telephone for long periods of time. Compare a long phone conversation to an unexpected guest who drops in at an inconvenient time.

Discuss courtesy when sharing a party line, such as: answering phone promptly, allowing time between calls, avoiding lengthy conversations, hanging up when the line is requested for an emergency, avoiding eavesdropping, hanging up the phone properly, etc. Discuss the practice of allowing very young children to answer the phone in the home. Discuss the responsibilities of the teen-ager in sharing the family phone.

Consider phone etiquette in situations, such as: You receive a wrong number; someone wants to indulge in a guessing game; it is inconvenient for you to talk at the time; you are using a phone in another's home; when the call is for another person (one who is at home or who is not available). Recognize the clear instructions found in the phone book for placing

various kinds of calls. Examine phone book and discuss information included. Plan ways of improving own conversational practices as a means of communication and social development.

BUILDING FRIENDSHIPS—A MEANS OF SOCIALIZATION

Interpret the statement, "Friendship is communication." Compare a friendless person with a person watching TV with the sound cut off. (He sees what is happening but does not know what it means.) Point out ways friends may bring new experiences, such as taking pictures, eating, dancing, enjoying movies together, etc. Point out that through friendship one expands one's world. Discuss ways in which friends communicate their real selves including their values, goals, and personality traits. Recognize friends as a medium through which the "real you" is interpreted to others.

Recognize that every human being has basic emotional needs, such as "to belong," recognition, security, affection, and new experiences. Discuss how friendships contribute to these needs. Identify the different kinds of friends one may have, such as older friends, childhood friends, schoolmates, friends of the opposite sex, professional friends, etc. Consider how these friends fill various needs. Recognize that friendship is mutual and discuss how each person may contribute and receive benefits. Study ways of choosing, making and keeping friends, such as:

- Choose friends in keeping with your values.
- Cultivate a wide circle of friends.
- To have friends, be one.
- Be friendly—it helps make friends.
- Be your "best self" with your friends.
- Develop qualities conducive to friendship formation—tactfulness, consideration of others, sense of humor, unselfishness, trustworthiness, good manners, sincerity, ability to keep confidences, interest in people, willingness to do one's part.
- Give due credit to others for successes and accomplishments.
- Discard traits that hinder formation of friendship—holding grudges, gossiping, a jealous spirit, boasting, arguing and contradicting, sarcasm, laughing at others, aggressiveness, cockiness, timidity, possessive attitude, lack of self-control, and a domineering attitude.
- Share your friends with your family.

DATING—A MEANS OF SOCIALIZATION

Discuss how friendships with boys may become a basis for dating, first in a group and later as a couple. Consider that friendship between boys and girls is a natural response and through such friendships one learns to live in an adult world of men and women. Consider that in the world of work as well as in family life men and women associate to achieve common purposes. Recognize that through dating one may:

Learn new friendships.

Gain an understanding of the opposite sex.

- Become acquainted with different kinds of personalities.
- Develop social skills.
- Develop a feeling of ease in new situations.

Discuss "age" for dating. Recognize there is no designated age at which persons begin dating. Identify factors which influence dating readiness, such as: one's aspirations (goals, values, ambitions); one's maturity; attitude of parents; customs in school-community; etc. Discuss the effects on teen-agers when parents push them to date before they have achieved dating readiness.

Discuss how the sharing of a variety of activities on dates helps one to become acquainted with a person, such as "just talking about things," bowling, dancing, cook-outs, preparing snacks, watching TV, group get-to-gethers, preparing school work, playing games, tennis, etc. Recognize how being together in a variety of situations helps couples to become acquainted with the personality qualities, attitudes, and values of each other. Discuss how ways of making, choosing, and keeping friends in general apply to friendships with boys and dating.

Discuss how wholesome relationships that are socially acceptable lead to enduring relationships. Discuss the meaning of the statement, "In order to get a quality man, be a quality girl." Discuss how this may also apply to a man seeking a quality girl. Recognize that friendships strong enough to last throughout the life time of marriage require mutual love, respect, trust, and integrity. Discuss how rating one's self high and establishing values to live by when dating contribute to wholesome relationships.

Discuss the responsibility of the home, school, and community in providing opportunities for young people to participate in wholesome social activities. Consider the corresponding responsibilities of teen-agers to conform to acceptable standards of behavior in the home, school, and community. Show films on dating which bring out dating practices. Discuss dating practices in the school-community. Discuss responsibilities of boys when dating, such as:

- Asking for dates.
- Having a plan for activity on a date.
- Using courtesy and consideration when asking for a date.
- Providing interesting entertainment.
- Getting girl home at reasonable hour.
- Observing acceptable standards of conduct.

Discuss responsibilities of girls when dating, such as:

- Accepting or refusing dates graciously.
- Promptness in receiving date.
- Introducing date to parents.
- Discouraging unwise spending of money.
- Observing acceptable standards of conduct.

- Observing time limits set by parents.

Discuss reasons why parents become concerned over some of the dating practices of teen-agers, such as going steady, late hours, amount of time and money spent on dating, secret dating, choice of dates, and behavior on dates. Discuss how these are often concerns of young people, too. Recognize that when teen-agers put themselves in their parents' place in their thinking, it may become easier to talk things over with parents and come to an understanding. Consider that the experience of parents may enable them to foresee dangers that youth does not yet see. Discuss ways teen-agers and parents together may work out codes of behavior to help eliminate such pleas to parents as: "Why do you have to be strict?," or "Mary's parents let her go to the movies and dances," or "John can get the family car when he wishes."

Discuss the practice of "going steady." Discuss reasons for going steady, such as: mutual preference; desire for social security; social pressures; and conforming to local customs. Discuss possible disadvantages of going steady, such as: friendships are limited; choices are narrowed; hinders personality development; leads to too many solitary dates; cuts down on opportunities to explore the field; encourages involvements; may result in early marriage; etc. Discuss the statements, "Variety is still the spice of life;" and "One's future mate may be today's date."

Recognize that through dating one becomes prepared for marriage and work relationships and that preparation for both may be a long-range goal. Discuss the statement, "Marriage is for adults." Recognize possible consequences of early marriage in terms of what one gives up as well as what one obtains. Discuss ways in which an education prepares one for both marriage and work in the adult world of tomorrow. Discuss the statement, "School Bells now — Wedding Bells later."

RULES FOR SOCIAL BEHAVIOR—A MEANS OF SOCIALIZATION

Discuss how living in a world of people makes it necessary to have some standards or rules of behavior to insure rights of people and to enable poeple to live together in harmony. Recognize that rules for social behavior are a form of social control. Discuss that from the beginning human beings have had forms of social control as the basis for laws, ethics, customs, and etiquette. Discuss how the Golden Rule is the basis for rules for social behavior commonly known as "good manners" or etiquette. Consider that although customs change in regard to what is considered socially acceptable, the Golden Rule with its many implications of courtesy, kindness, consideration, and respect for the feelings, beliefs, property and rights of others does not change. Discuss the statement, "Good manners are the technique of expressing consideration for the feelings of others." Consider that if one is interested in other people and aware of their feelings and their comfort, these will contribute to "good manners." Consider that the awareness of what others think and feel is the beginning of "good manners" or etiquette.

Recognize that people's lives are spent in contact with other people and rules of etiquette provide a method of relating to people. Consider that observance of the rules of etiquette will help one in his relations with others. Discuss the statement, "Good manners make it easier for people to get along with one another." Point out that etiquette is for everyone and not just those in high society. Study how the word, "etiquette," came from an old French word meaning "ticket" and that a knowledge of etiquette and the ability to use it serves as a "ticket" to many occasions and associations. Recognize that to ridicule the manners of

others is a display of lack of manners. Point out that some rules of etiquette will change but the qualities basic to acceptable manners will remain. Identify these as a feeling for others, a genuine interest in their happiness and comfort, a desire not to offend, good humor, sincerity, and self-control. Recognize that unless manners are sincerely practiced, they become "empty form." Recognize that manners that can be "put on" or "turned off" or "company manners" are artificial.

Discuss the statement, "What you are to be, you are now becoming," in relation to developing skills in using manners as one grows to maturity. Discuss how one's manners are related to one's experiences and how manners grow from earliest years. Discuss that the home is the place where one first learns manners through the examples and teaching of parents. Determine some ways one can practice acceptable "social behavior" in the home, such as:

- Be on time for meals.
- Practice acceptable table manners.
- Help make meal time pleasant for the family.
- Respect the privacy and property of family members.
- Be courteous to guests.
- Share in the work without fussing.
- Avoid monopolizing the TV or telephone.
- Remember to show appreciation.

Point out that one takes their "social behavior" from home every place they go. Determine some ways of behaving acceptably on the street, such as:

- Dress in a suitable and inconspicuous manner.
- Be poised and avoiding displays of emotion.
- Be quiet in manner and speech.
- Be thoughtful of others by not pointing, pushing, or crowding.
- Avoid eating on the street.
- Walk to the right and a boy walks next to the curb when escorting a girl.

Study and report acceptable manners in other public places, such as: in stores; at the movie; in a restaurant; in church; when driving; or traveling by bus, train, or plane; etc. Study table etiquette and etiquette for various social occasions, such as teas, receptions, banquets, open house, showers and weddings (include receiving and answering invitations). Plan and carry out a tea or open house for mothers, practicing etiquette.

Discuss the purpose of making introductions as simply introducing one person to another and not introducing both. Point out that introductions have become less formal and awkward. Determine acceptable forms for making introductions, such as:

"May I introduce Betty Hill?"

"Mary Brown, this is John Mason."

"I would like for you to meet Miss Jones."

"Mr. Brown, Mr. Wilson."

"Mary Smith, do you know (or have you met) Bob Howard?"

"Jane do you know Tom?"

Practice the following guides for introductions: introduce a young person to an older person; an unmarried woman to a married woman; a man to a woman; a boy to a man; a child to an older person; your boy friend or girl friend to your mother; everyone to a clergyman; a young couple to an older couple.

Discuss the various ways of acknowledging an introduction, such as: "How do you do," "Hello," or "Hi" (younger people). Point out that one may add such remarks as: "I've wanted to meet you for a long time," or "I'm very glad to meet you, I've heard so much about you," or "I'm very glad to know you." Consider when it is proper to shake hands, such as:

- Boys and men may shake hands.
- Men always shake hands.
- A woman may offer to shake hands with a man or another woman.
- A host or hostess may initiate the gesture.
- An older woman may offer her hand to a young girl—but not a young girl to an older woman.
- A woman accepts the offer to shake hands from a man.

Consider that a handshake that is firm and not limp tends to show a feeling of warmth and friendliness. Recognize that when one tells something about the person being introduced, it is an aid to conversation.

Discuss the courtesy shown by rising at the following introductions:

- Young people rise on introductions to an older person.
- Any person rises for a distinguished visitor or a guest of honor.
- Men and boys rise for all introductions.
- A hostess rises to greet guests and to introduce newly arrived guests.

Recognize that social customs vary from generation to generation and from country to country. Identify differences in customs of teen-agers today and those of past generations. Identify some differences in customs in the United States as compared with other countries, such as customs in relation to greeting. Recognize that behavior that seems "right" to one may seem "queer" to another.

Recognize that social behavior is learned through study of etiquette books; observation; and practice at home, school and in the community. Consider that behaving in a socially acceptable way contributes not only to the development of "self" but to a feeling of worth and acceptance on the part of other people. Conclude that the practice of courtesy contributes to the socialization of both the individual and one's associates.

RESPONSIBLE BEHAVIOR—A MEANS OF SOCIALIZATION

Cite incidences that show how the law varies about the age when people are "grown up," such as one age for driving; another age for marrying without consent of parents; age for working; age for voting; age for entering the Armed Services; age for compulsory school attendance; etc. Recall through childhood the confusions that come with "You're too little to do this," or "You're too big to do that." Recognize there is no one age for becoming adult since maturity is a process of growth that differs with each individual. Discuss the meaning of statements, such as: "She is a grown woman—Why doesn't she act like one!" Recognize that how one behaves is indicative of how "grown up" one is regardless of his chronological age. Recognize that grown-up behavior is responsible behavior. Consider that the extent to which one behaves in a mature way influences the extent of his socialization and his self-management.

Recognize that teen-agers are in-between childhood and adulthood—too old to be a child and too young to have adult privileges and responsibilities. Discuss the directive, "Wait until—." Consider ways in which teen-agers may grow to maturity during this period of waiting in order to be truly mature when chronological adulthood is reached. Identify and discuss criteria of a mature person that may serve as both a "measuring stick" and goals for teen-agers, such as:

- A mature person lives in a world of reality (faces life realistically and accepts things that cannot be changed and makes the most of life as he finds it; faces his own assets and limitations with honesty without explaining and excusing his shortcomings; rises above failures [bounces back] and builds on mistakes; does not depend on earlier achievement of himself or his family or friends for prestige but depends instead on continuous accomplishments of his own; lives in the present, looks to the future and respects the past but does not live in it nor judge all things by it; accepts his chronological age whatever it is).
- A mature person is independent (can support herself if a woman; can support himself and a wife if married; carries homemaker responsibilities if a married woman; does not expect something for nothing; does not feel the world owes him a living; able to distinguish between the most important issues and less important issues; able to resolve conflicts with parents or avoid them; able to live with parents or apart from them without emotional disturbance).
- A mature person does not depend too much upon flattery, praise and compliments (judges himself in comparison with his own possibilities rather than comparing himself with others; does not feel the world is against him and nobody understands him; does not carry a chip on his shoulder and take offense when no slight was intended; does not require a constant "pat on the back" for his accomplishments; accepts responsibility for own acts and does not shift it to others or to circumstances; does not attempt to compensate for being short of stature, overweight, or any feeling of inferiority by becoming a bully, dictator, or a social climber).
- A mature person controls his behavior (does not mortgage his future for the present; makes decisions on the basis of principle rather than pleasure or pain; is honest because he has honor and not because of fear of being caught; respects the privacy of others in thought, word, and deed and does not intrude into other people's affairs

or infringe on their privacy; carries projects to completion; focuses life on well-defined goals rather than drifting; recognizes the relation of personal gain to personal achievement and is willing to work and wait rather than expecting desires to be fulfilled immediately with little effort; uses intelligent controls and tries to rise above urges and appetitles that he considers undesirable or unworthy of him; does not "explode" or "blow his top" with undisciplined temper but "selects" those situations in which to direct anger as a means of constructive rather than destructive action; will restrain himself rather than make impulsive remarks which may hurt others).

- A mature person has an attitude toward sex, love and marriage compatible with adulthood (is interested in members of the opposite sex as well as in those of own sex; has a well-balanced and informed attitude toward sex).
- A mature person uses his intelligence on a mature level (profits by own experiences and experiences of others; sees various sides of a question; studies all factors and seeks a solution; thinks on his own but seeks help from others when needed; is not easily "pressured" into situations or decisions; accepts people honestly and avoids labeling people with names, such as liar, stupid, chicken, square, etc.; does not worry about trifles and non-essentials; retains equilibrium [does not go to pieces in emergencies]).
- A mature person sees himself as a part of a larger whole (has an appreciation for man's relationship to God and the Universe and has a feeling for the eternal as well as the temporal; sees himself as a part of society and accepts *responsibility for group* welfare; does not litter the highway or campus, damage property, etc.; understands how to compromise on issues without becoming dependent on others; has a respect for authority and tradition; recognizes etiquette as a means of social control for the majority and adjusts to it).

Discuss how adult privileges may be conferred upon teen-agers to the extent that they demonstrate mature (responsible) behavior. Recognize that teen-agers may demand privileges without the maturity to assume the responsibilities which go with them. Identify this as one source of conflict between youth and adults. Identify some teen-age behavior that would tend to convince parents of growth toward maturity, such as: respect for parents' judgment; planning with and not against parents; practicing mature standards of behavior; keeping reasonable hours; sharing in home responsibilities; spending time with parents; sharing problems and achievements with parents; taking initiative; developing study habits; carrying projects to completion, etc. Determine some areas of conflict with parents resulting from behavior of youth, such as:

- Choice of friends
- Use of money
- The hour question
- Failing to study
- Undesirable habits
- Use of family car

- Dating too often and choice of date
- Places they go
- Failing to help at home

Discuss the many pressures on young people to do things, such as smoking and drinking. Use a available film on smoking and drinking to determine the effects of these on individuals. Evaluate advertising in relation to smoking and drinking.

Analyze the excuse often given by teen-agers for their behavior, "Everybody's doing it." Consider if "everybody" really means everybody and if teen-agers owe their parents a better reason for wanting to do something—just as parents owe them a better reason than, "No, because I said so."

Recognize ways in which one's behavior may draw people away from one rather than to attract people. Consider ways in which each person may continuously analyze his behavior to determine its effect on others and why one behaves as one does. Recognize that behavior is learned through external controls and inner controls. Discuss how a person can control his own behavior rather than behaving in such ways that bring on the control of others over him. Consider that as one's self control increases, the need for control by others decreases.

Recognize that in the period of "growing up" teen-agers may learn to manage self by exercising control of their own behavior and to assume responsibility for their actions rather than blaming others for them. Consider that as patterns of behavior become fixed through age, it becomes more difficult to change. Recognize that during the teen-age period, habits and attitudes have not become fixed and responsible behavior that will contribute to getting along with others throughout life can be learned.

Generalizations

The influence of parents, teachers, peer groups, and mass media are pertinent socializing agencies in building an individual's concept of self.

Socialization means that an individual learns the ways of a given group so that he can function within it.

A function of socialization is to help individuals fulfill society's expectations in ways that are gratifying.

Socialization results from a continuous interaction of the individual and his environment.

An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control, with increasing opportunity for making choices.

HUMAN DEVELOPMENT AND THE FAMILY

Advanced Home Economics

CONCEPT: PREPARATION FOR MARRIAGE

OBJECTIVE: To help pupils understand the involvements of marriage and how one can prepare for marriage.

CONTENT	and	LEARNING EXPERIENCES

DATING AS PREPARATION FOR MARRIAGE

Discuss how the love of one man for one woman is the foundation for a home and family. Recall early associations of "father" and "mother" and their influences on one's concept of life. Recognize that marriage results from friendships between young men and young women. Recognize dating as a means of becoming acquainted with the opinions, attitudes and ideas of the opposite sex as a means of developing understanding of various personalities. Discuss how dating different persons helps one to understand differences and similarities of persons which may contribute to the making of a rational decision when choosing one's life partner.

Discuss the statement, "You do not marry a person you do not date." Consider that dating is a means of getting acquainted with members of the opposite sex. Give thought to how one limits his choice of marriage partner by dating only a few individuals. Discuss the limitations when one marries the only person dated. Consider how going steady narrows one's chance to explore the field. Discuss that it is through dating that one is able to get acquainted with many kinds of personalities, enabling one to decide on traits desired in the opposite sex.

Consider that people change as they mature and the type individual one likes as a teen-ager may not be the same when one becomes more mature in his judgment. Survey a group of teen-agers to find what traits they like in an individual. Compare results with those found by surveying a group in their late twenties. Discuss how dating enables one to learn how to relate to members of the opposite sex in solving problems, sharing common interests, defining goals, and in establishing values and attitudes to live by. Consider that when one dates numerous persons before deciding on the right person, then he is more likely to marry with the "head" as well as the "heart."

Consider that as one dates and gradually narrows his dating to one person, it becomes courtship. Recognize that he is also emotionally weaning himself from his parents and becoming more attached to the person he expects to marry. Consider cases where the person does not wean himself emotionally from his parents. Discuss ways this could affect the marriage. Discuss the statement, "He is still tied to his mother's apron string," or "Mother's little girl." Discuss how one may share one's dreams with parents and not hurt them during the process of "leaving the nest."

INFLUENCES OF CHOICE OF MATE ON FUTURE HOME, FUTURE LIFE AND FUTURE CHILDREN

Recognize that the person chosen as one's marriage partner will be by one's side a long time. Recognize that he (or she) is the "other half" of the marriage team. Identify and discuss the influences of one's choice of a mate on the mood and atmosphere of the future home (noisy, quiet, quarreling, peaceful, religious, etc.); level of intellectual, aesthetic and recreational life (type of furniture, pictures, books, TV programs, kind of music, friends and relatives);

other side of one's children's ancestry (child is not only the product of two parents but of all their ancestors); etc.

FACTORS TO CONSIDER IN CHOOSING A MATE

Family background
Health considerations
Mental abilities
Emotional stability
Common interests
Ethical standards
Spiritual values
Economic values

Consider that in marriage one not only marries the individual but his *family background,* social status, occupation, financial condition, moral standards, etc. Discuss that statistically-speaking marriage has a better chance of success when partners share a common background such as: families are of the same nationality and racial stock; a common religious faith; from similar type communities (either rural, small town or city); reared similarly; have much in common (ways of doing things, values, likes and dislikes, and habits); etc.

Identify reasons for recognizing the *health factors* of prospective mate and family. Invite a doctor or nurse to discuss the considerations of health in a marriage.

Recognize how *mental abilities* of one's mate will influence: the IQ of the children; the likelihood of promotions; interests throughout life; the possibility of a mate who is dull as compared with one who is mentally stimulating; etc.

Consider reasons why *emotional stability* of a mate is a consideration in selecting a marriage partner. Recognize the uneasiness that would be likely when married to an impulsive, high-tempered person who "goes to pieces" at the slightest provocation.

List and discuss *common interests* a couple might have. Rate these in order of importance to the individuals in the class.

Invite a minister to identify and discuss *ethical standards* and *spiritual values* which contribute to permanency and happiness in marriage. Recognize that in America all kinds of values, beliefs and ideals motivate people to react in various ways, such as: when one values pleasure, he will seek after it; if he values money, he may spend it foolishly or be a miser; if he values religion, he will practice it.

Recognize the cold fact that the *economic potential* of one's mate will determine the family's income and therefore determine the living standard unless the wife works and contributes to the family income. Determine the needs for money in the home, such as: food, clothing, shelter, facilities for transportation and communication, health, education, recreation, social position and security. Discuss the adequate preparation for a livelihood before establishing a home. Determine the average income of various educational levels—as high school, college or the school drop-out. Discuss reasons for encouraging one's prospective mate to prepare for a career before marriage and the growing necessity for the girl to be prepared to earn a living.

Consider that there may be differences which will not make much difference in compatability. Recognize that some differences may result in conflict. Discuss how one may recognize how much difference one can live with and accept.

HINDRANCES TO A BEGINNING MARRIAGE

Recognize that more of the failures in marriage occur during the first few years of

CONTENT	and	LEARNING EXPERIENCES

marriage. Discuss reasons for failures, such as:

- Confusing infatuation with love (Infatuation is temporary.)
- Hoping to reform the other partner (Problems before marriage tend to magnify after the honeymoon. Seldom does one's mate change.)
- Judging by too few qualities or qualities enjoyed on a date (Expert dancer or water skier may not be those wanted in a mate.)
- Marrying before tastes and attitudes are well-developed (Taste and attitudes change with maturity.)
- Marrying for money (Does not usually compensate for other needs since "money does not buy happiness.)
- Marrying in haste (Marriage is for a lifetime. "Marry in haste, repent at leisure.")
- Marrying under the stimulus of rebound, spite, pity, etc. (These feelings may be short-lived and will not necessarily result in love for the married partner.)
- Not knowing what marriage involves (Marriage is not a life-long date but involves responsibilities, adjustments, and sacrifices as well as satisfactions and pleasures.)
- Glossing over annoying personality traits (Dates have time limits and annoying traits may be quickly forgotten or overlooked but marriage is continuous with no recess from annoyances which may become aggravations.)
- Marrying to please one's family or friends (Although one seeks and values the opinion of others, oneself is the one getting married not the advisers.)
- Marrying as a means of escape (Marriage is a means of achieving goals and not an escape from anything.)
- Marrying just to be married (A desire to marry just to be married rather than the desire to be married to the particular person places emphasis on process rather than person.)

REASONS WHY PARENTS MAY OBJECT TO A MARRIAGE

Age element
Education not complete
Disapprove of individual chosen
Desire to keep the child single and at home with them

Discuss reasons why parents sometimes do not approve of a marriage. Consider why young couples want both sets of parents on their side. Give thought to the fact that sometimes parent's objections produce revolt and the couple go on and marry. Consider that some couples are challenged by the objections and "slip around to date." Discuss reasons why this "forbidden fruit" may prove to be "not so sweet" later. Recognize that statistics indicate that parental approval and success in marriage tend to go hand in hand. Invite a minister to discuss alternatives when parents object to a marriage. Discuss that an individual weighs his decision and recognizes the consequences the step will have on his family if he goes against their wishes. Recognize that some parents object to marriage for the selfish reason of keeping them home under their "own wing."

MARRIAGE—FOR ADULTS

Discuss the statement, "Marriage is a grown-up job for grown-up people." Discuss what it

means to be socially, emotionally and intellectually mature and the contribution of maturity to marriage. Study some evidences of maturity in a marriage partner, such as:

- Solves problems in a constructive way.
- Does not make snap judgments.
- Has clear-set goals for living.
- Is not overly critical of others and gives them to benefit of the doubt.
- Adapts easily to various situations.
- Practices self-control.
- Faces reality.
- Is cooperative.
- Assumes responsibility.
- Is considerate of others.
- Is relatively independent of parents.

Recognize that when a person exhibits immature behavior, there is still some growing up to be done and this is best done before marriage. Determine through study some responsibilities of marriage that call for grown-up maturity, such as: managing money problems; establishing harmony with in-laws; coping with conflicts in the marriage; facing crises; rearing children, etc. Discuss evidences of immaturity in relation to responsibilities, such as the person who is still "looking around" after marriage is not ready to settle down to mature responsibilities and is not facing reality as a marriage partner. Discuss the statement, "We're going to live on love," and compare with the thoughts of a mature couple planning for a home in which to rear their children, maintain a reasonable standard of living and take their place in the community.

Discuss that the age for marriage depends not on chronological age but how far one has come in his development and if he has adequate preparation needed in order to assume the responsibilities of marriage. Discuss the failure rate of early marriages and some possible causes of these failures. Determine some problems young couples often face who marry at an early age, such as:

- Objection of parents to the marriage or interference of parents in the couple's problems.
- May have to accept support from parents.
- May have to live with parents.
- May still be emotionally dependent on parents.
- May have financial pressures.
- May interfere with the education of one or both of the marriage partners.
- Parenthood may come early before a couple is financially ready for a family.

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LOVE ENOUGH FOR MARRIAGE

Discuss that a mature couple will enter marriage expecting it to succeed, will work together to make it a success, realizing that a family is the love of a man for a woman, the love of a woman for a man, and the love of both for their children. Point out that they do not establish this kind of family in ignorance but prepare themselves for it and continue to work together to build a home based on their love for each other.

Invite a minister to discuss the definition of love as found in the *Bible* and discuss love in marriage. Recognize that through the centuries poets, artists, playwrights and just everyday folks have tried to define and analyze love. Secure definitions of love and discuss. Discuss the meanings of love as expressed in popular songs. Discuss that love is selflessness and a constant process of thinking of happiness, comfort, and convenience of the one you love.

Discuss the movie version of "love at first sight" and the idea that "they lived happily ever after"—after a whirlwind courtship of "romantic love." Point out that it is better to take a second look and allow time for real love to grow and develop into mature love. Discuss the statement, "We grow into love." Point out that love is not a sudden thing and that one learns to love a person. Discuss the following misconceptions concerning love:

- People "fall in love".
- Love conquers all.
- Love eradicates individual shortcomings.
- Fate has destined one person in all the world with whom another person can find love.
- Individuals suited to each other will love each other.
- Love can be instantly recognized.
- Love is the only basis for marriage.
- You can fall in love but once.
- When you marry for love—you will live happily ever after.
- You can live on love.

Contrast the following attributes of love and infatuation:

- Love grows and takes time but infatuation may be sudden.
- Love grows out of an appraisal of the total characteristics of the other person. Infatuation may recognize only one or two characters.
- A person who is really in love, is in love with the other person as a total personality. An infatuated individual may be in love with love.
- Love is other-person-centered. Infatuation is self-centered.
- Real love is centered on one person. An infatuated person may think he is in love with several persons.
- With love there is a feeling of trust and security. An infatuated person may be jeal-

ous and have a blind sense of security based on wishful thinking.

- In love the physical element is less important than in infatuation.
- Love is enduring. Infatuation is liable to change suddenly.
- Love faces reality. Infatuation tends to shun reality.

Discuss Webster's definition of love, "desire for, and earnest effort to promote the welfare of another." Determine characteristics of enduring love, such as:

- Enduring love is outgoing and radiates its concerns and interests for another person's happiness and well-being.
- Enduring love is selfless. It is a "we" feeling rather than "I".
- It is tender, affectionate and protective.
- It is sharing one's thoughts, ideals, feelings, attitudes, values, ambitions, hopes and interests with another.
- It is facing the realities of each other's weaknesses, faults and problems with a willingness to work together to improve the relationship.
- It endures time, grows and deepens.
- It holds great respect and acceptance of the other person as he is.
- It shows a willingness to give more than one expects to get.

Point out that to be loved is a privilege and responsibility because one may determine the future happiness of another person. Consider that marriage calls for mature love, not infatuation, and a willingness to dedicate this love to the building of a home where truth and love and security and faith will realities, not dreams (FHA Creed).

HAPPINESS AND ENDURANCE IN MARRIAGE

Recall the statement, "A wise choice is half the battle." Point out that it is easier and smarter to choose well than try to "patch" later. Discuss how going into marriage with doubts, misgivings and anxieties rather than trust and confidence in each other will tend to lessen the chances of an enduring marriage.

Discuss the relation of happiness in marriage to a lasting marriage. Discuss the growing interest in defining happiness, using quotes from books, such as *Happiness Is A Warm Puppy* by cartoonist Charles Schulz. Recognize that basis for happiness varies from couple to couple. Consider that some factors in a person's background may influence the extent to which happiness may be achieved in marriage, such as: happiness of parents; childhood happiness; lack of parent-child conflict; degree of attachment to parents; parental attitude concerning sex; ability to relate to others; the degree of conflict in beliefs, values and ideals; recreational and social interests; degree of maturity; vocational preparation; friends; parental approval; attitude toward marriage; education and training for marriage; etc.

Discuss that the real building of a marriage involves considerable love, work and sacrifice through the years. Point out that a couple begins only with the makings of a marriage and the finished product will depend on the builders. Consider that just as plants need to be

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fed to grow and develop so does a marriage if it is to grow to an enduring relationship that will last.

FACING REALITY AS AN ENGAGED COUPLE Discuss reasons for the engagement to last "long enough" for a couple to get to know each other and their parents well and make preparation for their coming marriage. Determine matters that the engaged couple might wish to discuss before marriage, such as: attitudes toward marriage; real feelings for each other; what each expects of the other; present financial status; financial plans for the future; desire for children; place to live after marriage; will the wife work; how decisions will be made; any differences that should be reconciled; physical health; wedding and honeymoon plans; how money matters will be handled; family obligations; etc. Point out that it is easier to discuss these matters before facing them in reality. Consider the relationship of these understandings to enduring love and a permanent marriage.

Generalizations

Similarity of cultural, social, economic and religious backgrounds of marriage partners tends to increase the chance of a lasting marrage.

The choice of one's future mate influences one's future home, future life and future children.

CONCEPT: THE FAMILY AND ITS MEMBERS (Uniqueness of Individuals and Families)

OBJECTIVES: To help pupils to:

I. Understand the contribution of the uniqueness of the individual to the uniqueness of families in a culture.

II. Understand that each individual is unique in his pattern and rate of development and his inherent potentialities.

III. Understand the process of socialization in relation to the uniqueness of the individual.

IV. Understand that what is considered acceptable behavior varies with the culture.

V. Understand the interaction of family members in relation to how each individual affects and is affected by the family.

CONTENT and LEARNING EXPERIENCES

MEANING OF UNIQUENESS OF PEOPLE Contrast the common statement, "They are as alike as two peas in a pod," with "They are as different as daylight and dark." Recall ways in which human beings are alike. (Basic Home Economics) Recognize that with all of the alikeness of people, each person is different or unique. Define unique as "only one," "sole," "no equal." Discuss the incorrectness of using modifications, such as *very* unique, since unique is unique, meaning "only one." Recog-

nize that each person is unique because there is "only one" like him. Recognize that a person is already unique when he is born in a family. Consider that his uniqueness is recognized and recorded on the birth certificate, identification tag or bracelet, footprints and possibly fingerprints. Discuss that although the child then becomes a statistic, he is different from any child before him or any who will come after him. Recall incidents when persons have been heard to say just after the birth of a baby, "He looks like his Aunt Jane," or "His eyes are like his father's." Recall that although some features may be similar to another person, the whole child is unlike anyone else—"he is unique."

CONTRIBUTION OF THE UNIQUENESS OF THE INDIVIDUAL TO THE UNIQUENESS OF THE FAMILY

Consider that when unique people form a marriage, the marriage becomes unique, the home they establish is unique, their way of life is unique, the children are unique and thus "the family is unique" in every culture. Consider that it is impossible for even two families in the same culture to be exactly alike in how they think, act, rear their children, regulate their behavior and live as a family in today's world.

Compare the differences of two flowers that are grown from the same packet of seed, in the same soil and with the same care. Point out that even though they are grown in the same environment and given the same care they will not develop at exactly the same rate and in the same way nor will they end up being exactly alike at maturity. Recognize that children born of the same parents and nurtured in the same home will not develop at the same rate nor will they be alike at any stage of development. Consider that these differences are due to the *uniqueness of the inherent potentialities, the uniqueness of the pattern and rate of development* and the *uniqueness of the family life and its influence* on the children. Consider how these factors contribute to the uniqueness of the individual. Identify ways in which the uniqueness of people is revealed, such as: the way one acts; the ideas expressed; the mannerisms used; the way one feels inside; the things wished for; and the things achieved. Recognize that uniqueness of families is revealed in the same ways.

RELATION OF SOCIALIZATION PROCESS TO THE UNIQUENESS OF THE INDIVIDUAL, FAMILY AND SOCIETY

Cite examples of people who "can't get along with each other." Discuss the meaning of "getting along." Recognize that the world is made up of unique people and that most people spend the major portion of their lives in the presence of other people. Recognize that there is no one formula for relating to people or "getting along" since people are unique. Recognize that people learn to relate to each other through experiences with people (socialization). Recognize that living together as a family may be a means of learning to live with or learning to relate to others.

Discuss the meaning of "we do what we do because we are what we are." Recognize that "we are what we are because of who we were born and what has happened to us since we were born." Recognize that the family determines "who we are born" and the family setting influences "what happens to us after we are born." Show how the family therefore influences "what we are and "what we do."

Use examples to show how through family experiences a person learns which attitudes, behaviors and ideas bring pleasant or unpleasant consequences, which are acceptable to the group (socialization). Discuss ways in which the family may help an individual learn what behavior is appropriate in different situations and what can usually be expected of others

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when one's behavior is contrary to the appropriate behavior. Discuss how such knowledge has "carry-over" into future relationships in the family and with others outside the family.

Recognize that an understanding of the behavior of family members helps one to better understand other people and to better understand oneself. Discuss how home is a laboratory for learning the art of human relationships. Recognize that in the home one may learn values for living, how to get along with family members, to share, to understand others, cooperate and assume responsibilities.

Discuss *socialization as the process whereby the individual learns the ways of a given culture.* Point out that this process begins when the baby takes his first breath of air in his new environment and as he learns to respond first to his mother and later to others around him. Discuss that it is from his parents and others in "his world" that the child learns what to do and what not to do as an individual, as a family member and as a member of society. Recognize that since society is made up of unique people with varying types of behavior certain controls or limits are imposed. Discuss the statement "you can't do that" in relation to controls placed on individuals by the culture. Point out that many times individuals do not abide by these controls but will run the risk of suffering the consequence and disapproval of the culture.

Discuss that in every culture there is some degree of regulation on behavior. Point out that because cultures vary widely throughout the world, what is acceptable behavior within each culture also varies. Point out that culture varies even in neighboring communities and within a community and from state to state and in different sections of America. Discuss that what is considered acceptable behavior in a remote rural section may differ from what is acceptable in New York City. Discuss that our culture has regulated certain behavior by imposing laws, in relation to aspects of living, such as: marriage, property, privacy, transportation, health, education, labor, communication, etc.

THE EFFECTS OF FAMILY MEMBERS ON ONE ANOTHER

Consider the effects of the first baby on the life of a young couple. Discuss the feelings of: fulfillment; frustration; of pleasure; the anticipations; and adjustments that are a result of the new family member. Point out how the new parents are also affecting the new baby as they provide for his physical and social needs. Consider some of the effects parents may have on the baby, such as producing feelings of satisfaction, affection, security, comfort, etc. Consider how each additional family member has a new effect on the family and every family member affects each other since no one can live in a family without being a part of it.

Discuss how the family may contribute to learning unacceptable habits, attitudes and values because of the permissiveness, controls or lack of them. Show examples of how the many things an individual does and everything he becomes effects his family. (the one he was born into and the one he creates.) Point out how the family constantly undergoes change. Consider how one learns to adjust to this change in relation to the roles that are expected of him or the roles one sets for himself.

EXPECTATIONS OF AMERICAN FAMILIES

Recognize that different cultures vary in what is expected of families in relation to individual development. Study references and think through local situations as a basis for identifying some of the expectations of American families, such as:

CONTENT	and	LEARNING EXPERIENCES

- Provide a home.
- Assume responsibility for the rearing of the children.
- Support the family financially.
- Deciding who does what, when and how and who is accountable to whom.
- Fulfill the needs for affection.
- Establish means of communication so that family members may "get through" to each other.
- Establish acceptable patterns of behavior in relation to relatives, friends, associates, community organizations, laws, etc.
- Establish a value pattern to live by.

Discuss how families meet these expectatons in varying degrees and in different ways depending on their motivations, values, and maturity of the parents.

LIFE CYCLE OF THE FAMILY

Recognize that although families are different, they are alike in that they progress through specific stages when there are children in the family. Point out that each family will grow through the years in an orderly sequence of patterns but in its own way, yet similar to other families. Identify these stages or sequence as "cycles." Recognize that there are several ways of designating the family life cycle, one of which is: family founding; child bearing; child launchng; and the empty nest. Recognize that the "family life cycle" includes the development of the family as it progresses through definite stages from the beginning to the end. Recall pictures in the newspaper of four or five generations. Recognize that many parents see their children through the life cycle in their own family and see them establish families, then live to see their grand children repeat the process of establishing a home and sometimes one or both live to see their great grand children. Point out that the original home is still called "home" by the children.

Recognize that the family takes form in the beginning of the marriage and grows and changes with each additional family member, which means that each child finds the family different from the preceding ones. Consider how this contributes to the uniqueness of each family member. Recognize that in families with more than one child the family grows through a stage with its oldest child, then begins a "repeat" with the next child. Point out that in many families parents are facing problems of a new-born, a pre-schooler, an older child and even a teen-ager as the sequence of the cycle overlaps. Consider during the cycle children are born into a home, they grow and develop through each stage eventually to leave the original nest either to establish their own home or way of living thus leaving their parents to readjust to living alone and prepare for their declining years. Identify the changes family members face as they progress through the family-life cycle, such as: new roles, problems, satisfactions, adjustments and relationships.

TYPES OF HOMES

Child-centered home
Family-centered home
Adult-centered home

Recognize how family values and focus may influence the family member at any stage of the family life cycle. Consider that a child may enter the family-life cycle in a *child-centered* home. Point out that it is controlled by his

demands because the parents think they are doing the child a favor and showing love to give in to meet his demands. Discuss the atmosphere in such a home and the influence that a demanding child may have on the family and the influence on the development of the child.

Discuss the relationships in a home that is *adult-centered* in which all decisions are made by one or both parents and the child's wishes are disregarded. Contrast both type homes with one that is *family-centered* in which members practice democratic principles. Point out that in the family-centered home there are characteristics not found in the other type homes, such as: cooperation is valued; there is concern and respect for each other; problems are discussed as a family group; family members share in decision making; family members share in responsibilities for work and play; there is understanding; family members are made to feel worthy; there is an exchange of interests and ideas; a mutual concern for the happiness and welfare of each family member; etc. Discuss that in the family-centered home a child is allowed to be a child and parents do not expect him to act as adults are expected to act but as he grows up he is expected to act his age at each stage of his development.

EXPECTATIONS — MOTIVATING FACTORS IN FAMILY LIFE

Discuss expectations of parents as shown by the statements "I expect you to behave" or "I expect you to act like a lady." Consider the influence of these expectations on the behavior of the child. Discuss other expectations of parents and their influences on behavior, such as: to return home at the designated time; make poor grades in math; to be popular; to go to college; to be a leader; etc. Use examples to show how expectations may motivate or hinder a person's development depending on the nature of the expectation.

Recognize the influence which parents have in the home environment to motivate the development of the child's potential; to build confidence in self and a feeling of worth through expectations. Identify how the expectations of children may motivate parents, such as: expecting snacks after school and telling the gang what a "good" cook mom is; expecting dad to understand "man to man"; believing that "Dad is great," etc.

ROLES OF FAMILY MEMBERS

Discuss roles (expected behavior) in relation to Shakespeare's statement that "all the world is a stage and each of us upon it is one of the actors in the drama of life". Consider that one plays many roles in keeping with expectations. Point out that what is expected in each role is learned in the family, in one peer's group, in school, church and community associations.

Consider how within the family an individual learns his identity, his place in the group, his role in the family, that he is a "self" and how he is expected to behave. Discuss that one tends to behave in keeping with the expected role (example—the spoiled brat or the stupid kid will tend to live up to their assigned roles). Consider the kind of role a child will play if he is constantly reminded that he is bad.

Discuss that being born a boy or girl is one of the greatest influences on an individual—since it points the direction his life will take. Discuss how it directs parents in the "rearing process," to rear boys to be "masculine" and girls to be "feminine." Consider that sometimes a father wants a son but gets a daughter. Point out that many times she is encouraged to act like a son and later finds it difficult to learn the feminine role that society ex-

pects of her. Discuss that boys and girls learn at an early age what they roles are. Compare the difference in the way boys and girls are treated and in the things they are allowed to do. Point out that they are not born knowing the "feminine" or "masculine" role but learn the expected role. Determine ways in which one learns the expected role.

Consider roles that older children are expected to take, such as: being a model for younger children and being mother's "little helper." Point out that one's place in the family carries with it both privileges and responsibilities in keeping with the expected role.

Discuss that the role of the husband and wife is partly defined by society and influenced by the attitudes, expectations, hopes and aspirations of the marriage partner and what the person expects of himself. Discuss that there is no standard pattern for men and women in American families to follow but the role will vary from family to family and may change many times during a couple's life time. Discuss the general expectations of the man and woman in American families. Compare the roles of the man and woman in colonial America with those in the modern family. Point out differences and similarities in their roles. Discuss ways in which changes have brought about differences in roles of men and women identifying changes, such as: changing from an agricultural to an industrial nation; from rural to urban living; improved transportation, and communication; labor saving devices; and the establishment of public schools. List other changes affecting roles of men and women in the family.

Determine expected roles of others, such as: teen-agers, parents and grandparents in the home. Discuss the changing role of father in many homes when both parents are working. Identify some of the roles expected of some homemakers today, such as: wife; mother; family manager; food manager, family correspondent; companion; chauffeur; gardner; nurse, etc.

Consider that when children understand the many roles of their parents, they tend to see their parents as "individuals" and may be better able to understand their behavior. Discuss that how husbands and wives may join hands in their role as parents and dedicate themselves to the development of children with strong healthy personalities, properly equipped for existance in society. Discuss that how well one learns and accepts his role and learns to act in such a way as to fulfill his role indicates his degree of maturity and his willingness to assume responsibility.

TOGETHERNESS IN THE HOME

Recognize that although family members have their own roles to fulfill, life in the family involves inter-play of roles. Discuss how the "togetherness" of the family may be a natural result of living under one roof; eating at one table; common ownership of possessions; sharing the same parents and siblings; etc. Identify ways in which a family brings about togetherness in other ways, such as: working toward comon goals, making decisions together; sharing home responsibilities; working out compromises; etc. Recognize that togetherness is not always a means of being together physically but may mean togetherness of feelings, ambitions, values, etc.

Consider that since each individual is unique it is to be expected that there will be differences of opinion among family members. Discuss how togetherness may be fostered through respect for diverse opinions. Recognize that in every family there are times that the home atmosphere is under strain because some member may have failed to live up to

expectations. Point out that an occasional disruption may affect family living for a short time but constant problems can become wearing to the point of creating stress on family relationships.

Discuss some advantages of having brothers or sisters, such as: there is someone you can do things with; someone to stand by you; there is someone to share responsibilities with; provides someone to talk over problems; family activities are more fun; they help you to understand and learn to relate to people. Point out that individual family members differ just as people outside the family differ and the relationships and attitudes that one learns in the family have value for getting along outside the home and in one's future home.

Point out that some conflict with brothers and sisters is part of growing-up and learning to get along with others. Consider that by learning to get along in the family one is helped to cope with experiences and relationships outside the home. Determine some causes of conflict between siblings, such as: borrowing and lending of personal possessions; monopolizing the telephone or TV, bathroom, etc.; sharing of household responsibilities including care of children; treating brother's or sister's friends in a discourteous manner; envying a parental favor shown to one's brother or sister; etc. Discuss rivalry between siblings, considering the statement, "anything you can do I can do better." Point out how rivalry can encourage accomplishments or produce dissatisfactions and discouragement. Recognize that it is satisfying to develop an awareness of one's own unique interests and abilities and work toward their development rather than to compete with others. Discuss that friction between siblings or parents may become less bothersome when there is consideration and respect shown for one another, rather than nagging, fussing and quarreling to get one's way.

Recognize how sharing responsibilities may become not only a means of togetherness, getting work done with less effort or using human resources to achieve family goals but may be a means of developing the potentialities of family members. Discuss the influence of "helping Mom and Dad with adult jobs" on developing interests and motivating ambitions. Identify hobbies and interests developed in early years through sharing home responsibilities. Discuss how assuming responsibilities for home jobs and taking the initiative for them helps one to grow-up.

THE AGING IN THE FAMILY

Recognize that the lengthening life span of people results in an increase in the number of older people. Consider that "living as long as one can" is a goal of human beings. Recognize that this goal is a goal of youth as well as the aging. Consider that age is a matter of viewpoint as well as number of years lived. Use examples of older people who look to the future, enjoy young people, welcome change as contrasted with those who live in the past, are critical of youth and resist change.

Recognize that an "old" person is the same unique self with a few added years (stage of the life cycle.) Recognize that older people are still people except may be more so because they may have fewer inhibitions, more freedom to express preferences or dislikes and much experience upon which to base them. Consider that some basic needs for love, recognition, security and new experiences are those of the aging the same as for any other age group. Discuss ways in which these needs may be met. Discuss the possible consequences when these basic needs are not met.

CONTENT and LEARNING EXPERIENCES

Study the aging process in order to understand the gradual changes which occur in people and evidences of these changes. Recognize how knowledge of the aging process helps one to understand one's own aging process as well as to understand why grandmother may remember everything about her youth and not be able to remember where she put her glasses. Discuss the place of the aging in the family in relation to the family life cycle. Identify the privileges as well as the adjustments that may be involved in two or three generation families.

Generalizations

Each individual is unique and this uniqueness helps to account for variations in family units within the same culture.

Each individual is unique in his pattern and rate of development.

Each individual is unique in his pattern and rate of development. potentialites.

Since every individual, every family, and every society is unique, the process of socialization is different for each individual.

Cultures differ in what is considered acceptable behavior.

Each individual family member affects and is affected by the family.

TEACHER'S NOTES

HUMAN DEVELOPMENT AND THE FAMILY

Advanced Home Economics

CONCEPT: DEVELOPMENT OF THE INDIVIDUAL

OBJECTIVES: To help pupils to:

I. Understand the family as a setting for development of the individual.

II. Understand the meaning of development and principles of development.

III. Understand basic needs of human beings.

IV. Understand the person as a personality.

V. Understand periods of human development.

CONTENT	and	LEARNING EXPERIENCES

THE FAMILY — A SETTING FOR THE DEVELOPMENT OF HUMAN BEINGS

Discuss how families are "a way of life" and how they influence the beginning and development of human lives. Discuss the joys and expectations of parents and family members when anticipating a new baby. Discuss why a family is never the same again after a baby comes and how it changes with each succeeding child. Recognize that each new birth brings a new life into the family circle. Consider how in the atmosphere of the home, the "little" human being will get his first knowledge of the world and the people in it. Discuss how each new life is empty of knowledge until he is taught. Recognize that the couple expecting a baby will not only be the child's parents but his first teachers. Discuss how within the setting of the home the baby first learns meanings of warmth, love and trust or the opposite of coldness, hostility and fear. Consider the joy of a new baby and the opportunities, privileges and responsibilities the new baby brings to a family.

Consider the careful preparation birds make in building their nests for their young in order to provide a safe and appropriate place for their nurture until they are ready to leave the nest. Recognize the home as the nurturing place for human beings. Identify the kinds of preparation a couple may make for a baby in regard to finances, medical care, housing, wife's occupation, clothing, food, attitudes, and feelings. Discuss the statement in regard to a new baby. "He is lucky to be born into that home." Describe the atmosphere, mood or tone of a home which would likely provide for the maximum development of young children. Recognize the ways in which parents, children, and family routines are fitted together influence the mood of the home. Consider that an atmosphere of love and understanding is conducive to the development of individuals who feel they have worth and are wanted.

Recognize that how parents feel about their children and how much they know about child development merge in the climate they create in the home. Discuss the impact on the child of the climate created by decision-making using democratic procedures as compared with autocratic practices. Discuss how the many factors of housing, food, clothing, family management, parental feelings and behavior make up the tone or atmosphere of the home. Compare the kind of atmosphere of the home for rearing children to the kind of soil for growing plants in relation to expected results.

ADVANCED

CONTENT	and	LEARNING EXPERIENCES

PARENTHOOD – A NEW PHASE OF LIFE

Discuss how a new life in the family initiates both a new life cycle for itself and contributes to the life cycle of the parents. Recognize that when the baby is a first child it initiates a new phase of life—*parenthood.* Consider how additional children enlarge the parenthood phase of life. Recognize that the degree to which parents guide the development of a new life will be influenced by the way in which they were reared and their knowledge of human development. Recognize that modeling the child-rearing practices of one's parents may not always bring the desired results with own children since each child is unique and the world is different each time a new life enters it. Recognize that the marriage license is a legal step to having a family but that it does not contain instructions as to how to rear a family. Discuss the many different ideas people have about rearing children. Identify sources from which people may receive help in rearing children such as government bulletins, columns in newspapers, radio, TV, books, magazines, etc. Consider that there is no formula or "easy way" to rear a child since each child is unique, the family in which he is born is unique and goals and values vary from family to family.

HUMAN DEVELOPMENT – A SCIENTIFIC STUDY

Recognize that since the beginning of time, man has found his most difficult study to be that of "man himself." Consider that the area of *human development* is being constantly studied by physicians, ministers, psychologists, educators, biologists, sociologist, anthropologist, and home economists. Recognize that through research in human development, ideas and information are constantly emerging, which are subject to continued revision and improvement as new knowledge is obtained. Recognize that human development is a scientific field of endeavor and the results of research in this field may be more reliable than opinions or advice of neighbors or relatives. Consider the lasting influences uninformed parents may have on the life of a child.

MEANING OF HUMAN DEVELOPMENT

Discuss the hopes and dreams that parents have for their children, such as to be a doctor, teacher, take over the family business, or farm, or to be pretty, intelligent, popular, etc. Recognize that what a child may become is dependent upon his inherent qualities and the environment provided to help develop his potential richness or poverty of the environment.) Analyze the meaning of "develop" using the example of the development of pictures from films to bring out that development is a releasing of the potential to produce change. Compare the changes which occur in the development of pictures to those which occur in the human being as he grows to maturity.

Define *development as the emerging and expanding capacities of the individual to provide progressively greater facility in functioning* which includes both "growth" and "growing-up." Recognize that development of the individual includes *quantitative change* (growth) and *qualitative change* (maturing or growing up).Recognize that "to develop" has double aspects, meaning to "grow" and to "grow up."

PRINCIPLES OF HUMAN DEVELOPMENT

Development is continuous and proceeds in an orderly sequence

Recognize that the scientific study of children has resulted in some general principles which describes the nature of development (what and why) and the manner in which it proceeds (how) in achieving the developmental tasks. Identify these principles and study each in

CONTENT	and	LEARNING EXPERIENCES

Periods of acceleration and deceleration occur in each phase of development

When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau

The human organism has great capacity for physical, mental and social self-repair

The human organism is an open dynamic system, constantly taking in stimulation from its environment and constantly behaving in response to the stimulation; such behavior in turn affects and changes the environment

depth to: understand the meaning, recognize it in human development, and what it means in terms of child guidance.

Study the principle: *development is continuous and proceeds in an orderly sequence.* Recognize that an individual will grow because of a strong impulse to grow which is inherent in the organism. Consider that orderly growth is the product of a person's innate gift of inheritance ("we are born to grow"). Discuss that since growth is continuous, what happens at one stage carries over into and influence the next and the ensuing stages, for example: a child sits before he stands; stands before he walks; is dependent upon others before he becomes dependent upon "self", etc. Discuss the statement, "The stages of development follow each other in so fixed a sequence that the next stage can be anticipated." Conclude that a basic pattern underlies all human development which a child must follow step by step to the next in a sequence, (limited by genetic factors) as he progresses toward maturity.

Study the principle of development: *periods of acceleration and deceleration occur in each phase of human development.* Discuss how the rate of development is not constant which means the growth aspects common to all aspects of development (physical, motor, mental social, and emotional) have their own time tables which do not necessarily coincide with each other. Consider that the child's physical growth may be rapid at some periods of his life and slow at other periods, for example the growth of the infant is rapid, followed by a much slower growth during the pre-school period. Recognize that when physical growth is rapid or slow, this does not necessarily mean that mental, emotional or social development is correspondingly rapid or slow. Discuss how each of these aspects of development has its own growth spurts in relation to its own timetables which may or may not coincide with each other. Identify these as periods of acceleration (fast) and deceleration (slow).

Study the principle of development: *when one aspect of development is taking place other aspects* (by comparison) *may seem to be on a plateau.* Recognize how some plateaus are to be expected but how extended deceleration may indicate undue delay, such as delay in child's walking may be due to:

- Rickets or other conditions which interfer with the hardening of the bones.
- Prolonged illness appearing near the period when walking would ordinarily begin.
- An unusual size in the form of excessive fat.
- Low intelligence.
- Sensory handicaps, especially visual and auditory, appearing from or near birth.
- Severe restriction of practice.

- Lack of motivation or incentive for walking.

Study the principle of development: *the human organism has a great capacity for physical, mental, and social self-repair.* Discuss how human beings have the capacity for self-repair in facing physical misfortunes, such as: when a leg is broken, it will mend with the help of a physician; wounded tissues will mend; persons with handicaps of blindness may learn music and a vocation; a child with inadequate nutrition will grow, etc. Study how human beings have the capacity for self-repair in relation to mental disturbances. Consider how mental difficulties may be treated and a person may recover just as in the case of physical difficulties. Study the individual's capacity for social self-repair.

Discuss how: individuals may suffer emotional wounds and still respond to healing; a child who has been burdened with fear can learn to shake off some of his burdens; a child who has been rejected may still be able to learn to love; etc. Recognize that a person who has been subjected to emotional trials may have a scar, but a scar is preferred to an open wound. Conclude that each growing person possess a large capacity for healing and self-repair which is a principle of development and has practical value for everyone who is still building the structure of his own life.

Study the principle of development: *the human organism is an open dynamic system, constantly taking in stimulation from its environment and constantly behaving in response to the stimulation; such behavior in turn affects and changes the environment.* Discuss how a "person becomes what he is capable of becoming" through the interaction of that which constantly takes place between his inherited potential and the many factors in his environment which stimulate or motivate him. Discuss how psychologists in earlier years attempted to classify behavior as influenced either by heredity or environment. Recognize that the nature and influence of both heredity and environment depend on the contribution of the other because they are mutually interdependent in their roles. Discuss the interaction and interdependence of heredity and environment in relation to cases, such as: a city child who could not distinguish between a cow and a horse, or a rural child who did not know the meaning of subways would not be classified as having a disturbed mental inferiority but as having had the lack of opportunity to observe these things in his environment.

Recognize that regardless of the inherited potential, it may remain undeveloped in an environment that fails to stimulate or motivate development. Recognize that regardless of how rich the environment is in opportunities, development will be limited by the inherited potential of the person. Consider that the potential of an individual includes "built-in" inherent ability to respond to stimulation in ways that will change behavior and attitudes. Consider that the kind and extent of such changes would depend on the maturity and readiness of the person.

Recognize that as one is changed by stimulation or motivation from his environment, he is able in turn to change his environment. Recognize that through the environment provided by education, one not only is changed himself, but in turn may use what he knows to improve his environment and the environment of others.

BASIC NEEDS OF HUMAN BEINGS

Recognize that the kind of individual who is able to change his environment is also a product of his environment. Recognize that the extent to which an individual is able to change his environment is related to the extent to which his basic human needs are met

through his environment. Identify basic human needs as *warmth, security, independence and dependence, food elimination, activity or play and social contact.* Study each of the basic needs in depth in order to understand their contribution to development when fully met and how development may be limited when the basic needs are not fully met.

WARMTH — A HUMAN NEED

Identify *warmth* as a basic human need. Recall what it feels like to be cold and the contrasting feeling when one is warm. Consider the attraction of a fireplace, heater or other means of providing warmth. Discuss the satisfactions from a warm house, warm coat, a warm car, etc. Discuss why warmth is a need of all human beings, beginning in infancy. Point out that the new born infant will be kept warm in a nursery (if born in hospital) or in a well-regulated room (if born in the home). Point out that warmth may be provided with bedding and clothing that is used according to the temperature changes. Recognize that the protection of the body is a need for all ages.

Recall the feelings of coldness associated with being ignored, disregarded or not included in contrast to feelings of warmth associated with friendliness, welcome, consideration and belongingness. Recognize that this warmth is internal and physical warmth is external or environmental. Consider how both contribute to human feelings of comfort and well-being.

SECURITY — A HUMAN NEED

Recognize that a need for feeling that everything is OK is basic to human development. Consider how fear or uncertainty tend to block achievement and how security and confidence tend to release one's potential abilities. Recognize how bewildering the new world may be to a tiny baby. Consider the things that may cause a baby to become frightened such as strange sounds, a sudden drop (as though he were falling), a sudden removal of his bottle or the breast, going from a lighted room into a dark one, etc. Discuss how the need for *security* carries over into adult life and when it is not met may cause people to withdraw from others; criticize others; become sensitive; become possessive; or behave in other ways which may block achievement.

INDEPENDENCE AND DEPENDENCE — HUMAN NEEDS

Discuss why human beings have a need to take care of themselves as well as the need to interrelate with others through taking care of them and to be taken care of by them. Consider how these needs concern emotional *independence* and *dependence* as well as physical needs. Recognize that no one can be totally independent of others and children may learn early to show parents and others what he needs and seek their help. Recall examples, such as: when the child takes the hand of an adult to help him walk; when the child runs to mama when chased by a dog or when he is hurt; etc. Use examples of older children who seek help, such as: the teen-ager who talks over her social problems with her mother, teacher or girl friend; etc.

Consider ways of promoting a child's development through allowing him to do things for others, such as: getting the paper for daddy; bringing shoes to mother; helping baby brother pick up his toys; etc. Discuss how these early beginnings of doing for others may be built on throughout life.

Recognize the effect on a person's life when early years fail to help him develop the feeling of independence or the "sense of being an independent person." Consider how parents may early contribute to a feeling of independence through allowing children to help dress and

feed themselves, select the clothes to be worn, have a choice of toys, etc. Consider how parents may curtail independence through a harsh "no" when the child seeks to discover things that seem venturesome. Consider ways of saying "no" that would not discourage independence, such as: speaking in tender tones to show that the child is wanted and not rejected; explaining the reason for "no" to children old enough to understand. Recognize that when independence is discouraged, the child tends to strike back or resist. Consider that clamping down unduly on children may lead to their becoming overly independent as adults, showing independence in abnormal ways, or becoming overly dependent. Discuss how parents' methods of child rearing may contribute to the meeting of the basic needs for independence and dependence (depending on others and letting them depend on you).

FOOD — A HUMAN NEED

Recognize that all human beings need *food* to maintain and energize body processes and human activity, both physical and emotional. Discuss how the need for food for human life begins at conception and continues throughout life. Study how the food needs of persons vary according to the age activities and body structure of the individual. (Refer to Foods and Nutrition Units.)

ELIMINATION — A HUMAN NEED

Discuss *elimination* as an essential part of human life. Recognize how the body throws off waste materials through the lungs, digestive tract, kidneys, skin and excretory organs. Consider how methods of child rearing may help children to understand that these processes are normal and learn how to manage them in socially acceptable ways.

ACTIVITY OR PLAY — A HUMAN NEED

Discuss how being alive means being active. Consider ways in which children try out their powers in *activities*, such as eating, dressing and play. Recognize how work later becomes a part of one's activity. Consider how *play* is a child's job since it is living, working and developing. Recognize how through play children learn about self, other people and the world. Discuss how play contributes to the total development of the child (physical, mental, social and emotional development). Consider how play helps a child to: grow strong; develop creativity and imagination; become a social person (socialization); practice solving everyday problems; etc. Consider how the uninformed parent may regard play as "just for fun" and not a worthwhile activity and may stop play at an inopportune moment for the child not realizing how this interference may affect the child's development. Consider how the basic need for activity continues throughout life. Consider how attitudes toward activities, both play and work, established in childhood may carry own into adult living.

REST AND SLEEP — HUMAN NEEDS

Consider how human beings need to balance activity with *rest*, with intermittent periods of rest, activity, rest and activity again and agan. Consider how this need applies to talking and being quiet, active play and quiet play, being awake and going to sleep, sitting and standing, work and work breaks, etc.

SOCIAL CONTACT — (SOCIALIZATION) A HUMAN NEED

Discuss the relationships (ties) of "self" to others as human beings live together in the world of love and in the world of work (occupation). Consider how "people to people" contacts contribute to basic human needs. Recognize that behaviors in relation to *social contact* are learned but that inherently people are

drawn to people. Discuss how an infant responds to people as soon as the baby is old enough to differentiate persons from things. Discuss how a child learns early to differentiate his mother from others and to respond to her differently. Discuss how children immediately see other children and respond to them often before adults do. Consider how the infant or young child through his experiences with others, may discover his role and the role of others he wants to model and thus lay the foundation early for warmth and feeling for others as well as an appreciation of himself.

Study social contact as a human need including: social responsiveness (warmth and relatedness to others); socialization (social control and self control) and identification (achieving status through identifying with or modeling others and later achieving status through realistic self-identification).

Generalizations

Development is continuous and proceeds in an orderly sequence.

Periods of acceleration and deceleration occur in each phase of development.

When one aspect (kind) of development is taking place at an accelerated rate, other aspects may seem to be on a plateau.

The human organism has a great capacity for physical, mental and social self-repair.

The human organism is an open, dynamic system, constantly taking in stimulation from its environment, and constantly behaving in response to the stimulation; such behavior, in turn, affects and changes the environment.

Certain needs are basic in all human beings to the extent an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love he seems to develop a basic trust in himself and in the world around him.

PERSONALITY — "A SELF"

Discuss the concepts of "personality" held by class members. Recognize that the word "personality" has many uses. Consider the common expression, "He has personality." Recognize that a person does not "have" personality; he "is" a personality. Identify personality as the total person, the self, the individual (organic and psychological individual) or the human being. Define "personality as being a person" or "person-ality". Discuss personality as what a person "is," including how he feels, what he thinks, how he acts and how he looks. Recognize that the personality includes a person's confidence or lack of it, his opinions and prejudices and his energy or laziness.

Study how every person strives within himself to answer the question, "Who am I?" in an effort to obtain a self-concept. Recognize when one accepts self he will not be on the defensive of self but will understand what is happening in his own inner life and will thus become more responsive to what is happening in life of others as they seek to know "self."

Recognize that the "self" is the stronghold from which one moves out to others and toward his world of people and tools.

Recognize that man is the only creature in the universe who can know himself—who can observe his own thoughts, analyze them and see himself as if in a mirror (self-image) and improve himself. Discuss how self knowledge may lead to self-discipline, self-control, self-expression, self-management, self-evaluation, (self-analysis) and self-improvement.

COMPONENTS OF PERSONALITY

Discuss personality as "the thinking, feeling, acting, human being" (Midcentury White House Conference Fact-Finding Report) who varies in his behavior from time to time and from situation to situation. Recognize that through research, efforts are made to analyze a healthy personalty to determine its components and how they are developed.

Study that when human needs are being met, a person has certain feelings (senses) or components of healthy personality. Identify these components as a sense of *trust;* sense of *autonomy;* sense of *initiative;* sense of *accomplishment;* sense of *identity;* sense of *intimacy; parental sense;* and sense of *integrity.* Consider that how a person feels in terms of these particular senses or components affects his personality. Recognize that persons strive to secure these as they develop from infancy to adulthood. Discuss how some research (Erikeson's) has shown that certain components of personality are of special significance at certain periods in a human life and when this component has been established (central problem solved) the child can proceed with vigor and confidence to the next stage.

PERIODS OF PERSONALITY DEVELOPMENT

Study the periods (stages) of personality development each human must experience with satisfaction if he is to develop as a healthy personality or "self." Identify these periods as follows:

- *Birth to twelve months*—a sense of *trust*—that sure feeling that everything is all right.
- *One, two and three years old*—a sense of *autonomy*—that strong feeling of "2-2-2."
- *Four and five years old*—a sense of *initiative*—that clean-cut feeling of "my plans and ideas."
- *Six to twelve years old*—a sense of *accomplishment*—that feeling of importance or "I can do."
- *Thirteen to sixteen years old*—a sense of *identity*—that new-old feeling of "who am I really?".
- *Sixteen to eighteen years old*—a sense of *intimacy*—friendship with and/or love of other people and a communion with self.
- *Eighteen to twenty-five years old*—a *parental sense*—interest in producing and caring for children of one's own.
- *Twenty-fifth year on*—a sense of *integrity*—ability to accept the life cycle and the people involved in it.

Analyze how through these different periods of personality development the components of a healthy personality may be developed (trust, autonomy, initiative, accomplishment) identity and integrity. Recognize how each period is dependent upon the other and builds

on the preceeding ones in an overlapping manner. Consider that the child has ways of letting it be known when he is ready for each period of personality development. Recognize how in each period there is one central problem to be solved if the child is to proceed with confidence to the next period.

CRITICAL PERIODS

Consider that if something happens to interfere with a period of development, a crisis may occur which might hamper the child's development and the opposite component of personality may develop, such as mistrust instead of trust; shame and doubt instead of autonomy; etc. Study how these periods of personality development are thus considered to be critical periods since what happens during each period may have an effect on the later course of development. Analyze each period of personality development to determine the opposite component or feelings (senses) which may occur if the development is hampered, such as:

- Birth to twelve months—*trust* versus *mistrust.*
- One, two and three years old—*autonomy* versus *shame and doubt.*
- Four to five years old—*initiative* versus *quiet.*
- Six to twelve years old—*accomplishment* versus *inferiority.*
- Thirteen to sixteen years old—*identify* versus *identity-diffusion.*
- Sixteen to eighteen years old—*intimacy* versus *isolation.*
- Eighteen to twelty-five years old—*a parental sense* versus *self absorption.*
- Twenty-five years on—*integrity* versus *disgust.*

PLACE OF "TIMING" IN HUMAN DEVELOPMENT

Recognize the place of "timing" in human development since each unique individual has his own built-in timetable, yet development occurs in orderly sequence. Consider that the parent who understands human development may be able to guide the development of children through helping them achieve each stage of development. Recognize the lack of understanding on the part of parents who gives a tricycle to a boy who is ready for a bike or a formal to a girl who prefers a new doll. Consider that not "too soon" and not "too late" is the time schedule at each stage of human development. Study each stage of development in depth in order to learn the meaning of each in the total development of the personality or "self."

"TRUST — A PERIOD OF HUMAN DEVELOPMENT — (BIRTH—12 MONTHS)

Discuss the meaning of the common expression, "It's O.K." Recall the "sure" feeling associated with things when they are "O.K." or "all right." Recall instances when a "sure" feeling about something enabled one to go ahead, such as testing the bath water before getting in "to be sure" the water is not too hot, testing a plank to be sure it will hold before stepping on it, etc.

Recognize the feelings of an infant in a strange world and how a "sure" feeling about the world may give him confidence. Identify this feeling as a sense of *trust* (feeling that everything is "O.K."). Discuss how the infant very early may get the feeling that he has to fight his way, be careful, be on guard or watch every minute, lest surprises come upon him. Discuss how the opposite feelings may be developed early, such as love, affection, relaxation, calm and peace. Consider ways of bringing a feeling of trust to infants, such as hold-

ing them securely but gently so they have no feeling of falling or of being bound; comforting them when they cry, with reassuring words of "that's all right"; keeping them warm; feeding them when hungry; changing them when wet using easy motions; singing to them or playing soothing music, etc. Discuss how facial expressions, motions, posture, tone of voice, etc. may convey to the older infant feelings of trust or mistrust.

Recognize that the feeling of trust or mistrust may be developed as soon as the baby is old enough to be aware of objects and persons and has the feeling that he is a person. Discuss examples of this awareness, such as a baby who smiles when someone comes close and talks to him which indicates that he is aware of the approach of the other person, (If, however, the person moves too quickly or speaks too sharply the infant may cry or "he will not trust" but will show a feeling of "mistrust" instead); a baby who is hungry may remain quiet and show pleasure at the sound of someone approaching hoping (trusting) that he will be fed. Illustrate a baby's sense of trust and mistrust in the game of "peep-eye" when an object disappears there is a tense expression on the infant's face and when it reappears the infant is pleased. Point out that the infant learns gradually that things continue to exist even though he does not see them. Consider how the mother creates a sense of trust when she responds to the infant's needs and by her attitude, her faith in herself and in the infant. Point out all the experiences the infant encounters that are trustworthy gives him that sure feeling everything is O.K., such as smiles, laughter, songs, the opportunity to try out things for himself in order to be "sure" of himself in trying to crawl, walk, etc.

Recognize how the craving for a sense of trust goes on through life, in order to know that the world and people can be trusted; fighting is not necessary; the new can be faced and enjoyed without fear; and that one's energy can be channeled to productive activities with confidence.

Recognize how a sense of trust gives the baby the "inner strength" needed to develop. Consider that the parent who understands human development will stand by the child at any age, give a helping hand when he wants it and comfort when its needed to give the child the courage and confidence to grow. Recognize that all other stages of human development are rooted in the development of trust, because this feeling when developed gives strength to all aspects of development.

"AUTONOMY" — A PERIOD OF HUMAN DEVELOPMENT — (1-2 and 3 YEARS)

Describe the one-two and three year old children commonly called "the toddler." Identify what seems to mean the most to this age group, such as to try out their powers by learning to crawl, walk, run, climb, talk, sing, use crayons, feed themselves, learn to dress themselves, etc. Recognize that they are like a person with a new car, trying out their powers to see what they can do. Consider that what matters most to them is to be big, to be strong, to be real, in order to be a person. Identify this period of human development as *autonomy* (independence) which is a stage of self-assertion or "feeling his oats." Discuss how the behavior of children of this age reveals their efforts to try their wings. Observe these efforts in the toddler who runs from his mother; pulls out drawers; wanders off; will not stay in bed; wants to pour his own milk, etc.

Study how the child from one to three years "has" to find himself in these years—to get a sense of "I," "me," and "self." Consider how experiences in these years may help him become a person of independence who can grant independence to others. Discuss how during these years the child may develop the feeling that he is a person of worth and that other

persons are also worthy. Discuss how shaming a child or doubting him may cause him to feel inferior, resentful and to doubt his self-worth. Discuss how parents who believe in the worth of persons and believe in independence are in a position to transmit a sense of worth and a sense of autonomy to their children. Recognize that parents who "boss" and shame their children and who throw their weight around reveals their own insecurity and self-defense.

Recognize that in learning independence and self-reliance, the child may also learn the limits of his independence or limits of freedom. Consider ways of helping a child understand discipline without losing a feeling of worth or becoming resentful, such as limiting the no's to only the essential ones based on judgment; using kindness, gentleness, understanding and firmness; limiting choices for children to those which the child has the ability to make; etc.

Study how during this stage of development children need: tools they can manage (spoons, forks, buttons, beads, pictures, clothes); the chance to play with toys and materials they can manage (sand, water, blocks, dolls, etc.); and people who are not too upset, angry or bothered when the toddler is asserting himself.

Consider that when a child has had the chance to test himself and his powers just for the sake of doing it, he develops a feeling of self-hood which he can then put to some directed use. Recognize that this stage of development does not begin at one minute and end with another, but develops as the urge to feel independence is satisfied. Recognize that the "sure" feeling that "everything is O.K." and the strong inner feeling of independence and self continues into the other stages of human development if a "healty" personality is to develop.

"INITIATIVE" — A PERIOD OF HUMAN DEVELOPMENT (4 and 5 YEARS)

Identify the period of *initiative* as the time when children have a sense of wanting to do something. Discuss the creative action of this group, such as drawing, dancing, playing parts, doll-play, through all manner of building. Study how the child is exploring the world of possibilities as to what he can do, and what he can be. Recognize that at this stage of development the child is working hard to establish what kind of person the "self" will be.

Discuss how the child watches adults and wants to know how grown-ups act and seek to model the ways adults cope with the world of people and things. Recognize this period as one of watching and questioning (endless questions) of nearly everyone including the postman, milkman, workmen, visitors in an effort to learn about adults and initiate them. Discuss this period as the "cowboy" age; dressing-up in high heels; getting into Mamma's make-up and other means of make believe with real people and things.

Consider how the child's play is a serious matter during this period and when he is told, "that is silly, you will get dirty", or is rushed through his play, he is pulled down to earth before he is ready to come and his sense of initiative may be hampered at this critical period. Discuss how a child might retreat, crawl into his shell or become an underly quiet child during this critical period when parents fail to understand this period of personality development. Discuss the adult's responsibility to understand, appreciate and respect the child's efforts to try things out. Identify play and work materials this age group finds interesting because he can work with them, such as, nails, hammer, paint, blocks, boats, cars, clay,

dolls that can be dressed and undressed, etc. rather than toys to be wound up and watched.

Recognize the uniqueness of individuals during this period. Consider that some children may be inherently quieter than other children and may need encouragement to see more things, get more ideas and try them out. Consider how other children may be running over with ideas. Recognize that at this period of development the child: is very active; has one or two permanent teeth; has acquired most of the basic motor skills; likes to run errands; is friendly; and usually requires adult supervision. Recognize that this is a critical period while the child is making an effort to discover "who he is" and "what he can do." Recognize that the answers at this stage of development that comes to the child are: "I am whatever I can dream about, whatever I can express in action or words." Point out that when this realization about self is achieved the child is prepared to move to the next period of his development (six to twelve years), "that feeling of importance."

"A SENSE OF ACCOMPLISHMENT" — A PERIOD OF HUMAN DEVELOPMENT (6-12 YEARS)

Observe children in the 6 - 12 age group to see what they are really like. Study their concerns and interests. Recognize that this is the period of development during which youngsters learn feelings of *accomplishments*. Consider how opportunities provided at school, at home and at work may help youth acquire feelings of mastery and worthwhile endeavor. Discuss how parents and teachers during this period of growth may reconfirm and strengthen children's sense of trust, autonomy and initiative. Discuss how this may be a stage of calm steady growth when the problems of the previous stages or periods have been well worked through. Consider why this is a period for laying a firm basis for citizenship, religion and social conduct since at this age children are very easy to impress, learn quickly and remember well. Study how this period of development is the "I can do" period since the child is no longer concerned with fantasy but wants to engage in real work and real play that he "can do" with success. Recognize that this period of accomplishment may also be called a period of *industry*. Discuss the feelings of importance that come to the child as he learns to use his talents, develops skills in and acquires knowledge in reading, writing, mathematics and other school subjects; athletic endeavors, such as swimming, roller skating, riding a big bike; explorations; literature; scouting; group work; etc.

Consider that this is a stage when children like to collect things which may be only mess and clutter to parents but to the children these collections are valuable possessions. Consider how these collections are a way of acquiring a field of knowledge as well as a means of giving themselves something their playmates don't have. Discuss kinds of collections of interest to this group ranging from butterflies and beetles to rocks, coins and match book covers.

Study how this period of development fosters personal and group loyalty. Discuss the disloyalty of the "tattle-tale" and how he loses status with the group. Consider how the child's conscience develops during this period when he learns right and wrong and is given religious training. Discuss how during this stage children may learn to cooperate and engage in fair play with their fellowman. Recognize that there is a strong urge to conform to group mores and to rebel at routines at times.

Consider how a feeling of accomplishment, a feeling of self-confidence and self-respect developed during this period help prepare a child for the next period. Recognize that the child who is led to believe he is dumb or is unable to succeed in the same way as his classmates

may become unhappy with himself and development is thus retarded. Consider that when a child achieves success, he grows. Discuss how understanding parents and teachers can promote growth through providing opportunities and encouragement for a child to succeed in real endeavors during this period.

"A SENSE OF IDENTITY — A PERIOD OF DEVELOPMENT (13-16 YEARS)

Recognize the period of early adolescence as the early teens. Discuss personal feelings of "longing to grow up" which pupils have experienced. Recognize that the early adolescent is neither a child nor an adult which makes it difficult for him to evaluate his behavior. Discuss how when he behaves childishly he is told to act his age and that he's too big for that. Consider how he is told he isn't old enough when he wants to date, wear grown-up clothes, etc. Discuss how this inner confusion influences the behavior of teens to swing back and forth from that of an overgrown baby to a grown-up adult. Consider how the teen period is a contradictory time of trying to be an adult and not being quite ready to accept the responsibility and monotony of being an adult. Recognize that the central problem of this period is the establishment of a sense of *identity* as he seeks to know "'Am I a child or an adult?" or "Who am I?" "What is my role?" and "What will I be?" Discuss how the extent to which this stage of development is mastered or influenced by what has gone on before in the child's life. Recognize how this period may be difficult for the child whose early life did not provide opportunities for him to develop a strong "sense of being as an independent person" or a "sense of worth." Consider that the adolescent boys and girls need to be given a chance to test themselves and to make decisions as a part of their development. Recall that the home, school and community can provide the atmosphere needed for youth to "grow" and "grow up."

Discuss reasons for the teen-period being so different from other periods. Consider why teen-agers seem to live in a world of their own. Consider how adults may not understand "teen talk" and behavior and may condemn adolescents unjustly. Recognize how teen-agers may sharply criticize parents without realizing that the parents have learned from experience and do not want their children to fall into pitfalls. Discuss the influence of peer groups on teen behavior as they seek the secure feeling of "belonging" during this insecure period of "growing up." Discuss how this period may be a painful one when feelings of inferiority, guilt and indecision develop in the struggle to know and accept "self."

Study the rapidity of and the "why" of the physical and emotional changes which occur during this period. Discuss the reasons for awkward movements and feelings associated with rapid growth. Discuss the beginning interests of boys and girls in each other and why this budding interest is often referred to as "puppy love." (Refer to *Basic Human Development and the Family*—"Meaning of Self" and "Relating to Others as a Teen-ager" and *Advanced Human Development and the Family*—"Preparation for Marriage"). Recognize these interests as a normal part of the growing process. Discuss this period of life as the "miracle years" when the body grows rapidly and the person is not only transformed physically but the emotions and intellect grow rapidly too. Discuss how this growth motivates interests in many aspects of life including religion, literature, sports, music, community, national and world events. Discuss the influences of the decisions made during this period on a person's later life, such as: choice of school subjects; choice of friends, selection of social and school activities, participation in church activities and the choice of values which give direction.

Discuss how a person during this period of life may begin to realize that he is an individual

and is unique since there is no one in the world exactly like him and never will be. Recognize how this period is one of taking stock of one's strengths and limitations and setting immediate and life time goals for accomplishments in keeping with one's capacities. Discuss the interests of adolescents in the future and recognize how what they want to become may change from day to day or week to week as they gain a deeper knowledge of "self" and learn more about occupations. Discuss how the "world grows wider" for the adolescent whose dreams of what he wants to be are supported by reading, observation and knowledge of the world of work and its expectations. Consider how understanding parents, teachers and peers can help bridge the gap between where an adolescent is now and what he wants to become through giving encouragement and providing information.

Discuss how families can provide a "helping hand" to teen-agers through: talking things over without condemnation; setting reasonable limits and a firm "no" in some situations; and in establishing a strong sense of confidence and belief that the teen-ager will use judgment in making decisions and will develop his best self. Recognize that the adolescent who grows strong during this period of development can move confidently to the next period.

"SENSE OF INTIMACY" — A PERIOD OF DEVELOPMENT (15-18 YEARS)

Discuss the inherent need and desire of human beings to love and be loved. Recognize that this need for love is present in the infant and continues throughout life. Consider that self-love exists before love of others develops. Discuss why "caring for others as one cares for self" is an evidence of growth. Recognize that mature love is based on the ability to give love as well as to receive it. Discuss evidences that show that some people only love self and have not "grown up" or developed a sense of *intimacy* associated with giving love or caring for others. Discuss how caring for others involves caring for parents, family members, friends (of both sexes) and feeling a concern for all human beings. Discuss how having a range of friends, many contacts and developing a knowledge of and understanding of people may contribute to the development of a concern for human beings.

Consider how a person may develop a feeling of intimacy with himself as he grows in his understanding of self and seeks to know why he behaves and feels as he does. (communion with self). Recognize how a person who accepts himself and feels "good" about himself may be able to reach out to others without feeling self-conscious.

Discuss how during this period of development a sense of intimacy may be developed through: FHA; community projects for the needy, handicapped and aging; church activities; family activities; group or club activities; dating; etc. Recognize why during this period friends (their company and approval) may take priority over associations with family, teachers or other adults. Consider how the understanding parent will make provisions for friendships for their children during this period. Discuss ways in which parents may be of help in making friendships easy and in guiding the choice of friends.

Discuss how the sense of intimacy involves persons of the same sex or the opposite sex or with one's self. (The surer one becomes of one's self, the more one seeks intimacy, in the form of friendships, love and inspiration. Consider that the adolescent boy and girl attachment are encouraged today more than in earlier generations. Point out that often these attachments are a means by which each one seeks to define his own identity. Consider that the adolescent boy and girl also need other people if the sense of intimacy is to be achieved. Point out that the culture of the individual may play a part in encouraging or discouraging

the individual in his development. Recognize that the adolescent begins seeking a sense of intimacy early which is often referred to as being boy-crazy or girl-crazy. Recall that these feelings are a part of the socialization process. Point out that the sense of caring for others and a sense of belonging are basic needs of all human beings. Analyze the statements "no one can live alone," "we are a part of each other." Recognize that in order to help individuals find themselves parents need to feel sure inside and keep growing. Recognize that out of this sure feeling on the part of adults will come children with a sense of peace and joy for themselves and others. Point out that this feeling is the basis for development of or a "parental sense" (eighteen to twenty-five years old.).

"A PARENTAL SENSE" — A PERIOD OF DEVELOPMENT (18-25 YEARS OLD)

Discuss how the development of *a parental sense* is preparation for producing and rearing children and contributes to the development of concern for all children. Recognize that the process of becoming a parent does not bring with it a parental sense unless the parent is mature enough to develop this sense. Recognize that the mere desire for or possession of children does not guarantee the development of this component of a healthy personality. Identify the essential elements in developing the parental sense, namely: the desire to nourish and nurture children; the ability to regard children as a trust rather than possessions, extensions of one's own personality; or as something to put up with or tolerate.

Discuss cases in which the immaturity or lack of parental sense is evident, such as the parent who is a rival with his children; is jealous of them; uses his children for selfish pleasures; expects his children to indulge his every whim; etc. Consider how such behavior may stem from childhood experiences through which he failed to develop senses of trust, autonomy, initiative, accomplishment, identity and intimacy.

Discuss how the development of a parental sense involves giving priority to: giving rather than receiving; loving rather than being loved; sacrificing for the common good of all; and renouncing selfish aims.

"INTEGRITY" — A PERIOD OF HUMAN DEVELOPMENT (25 YEARS ON)

Define *integrity* as a sense of soundness, honesty, uprightness and dependability. Discuss how a sense of integrity about oneself, one's fellow man and the world contributes to a healthy personality and to one's successes and accomplishments. Identify the qualities of honor, fairness, purity, self-discipline, courage and faith as dominant ideals which are valued in nearly every culture or society. Recognize that the person who has developed a sense of integrity accepts himself and his role realistically and accepts responsibility for his own behavior and his style of life. Recognize that the lack of a sense of integrity may be seen in the behavior, such as the adult who: blames others for his state in life; wishes he could live his life over again; fears death; is displeased with and critical of the world without doing anything to make it better; believes the world or society owes him something; places a low value on himself; is distrustful and suspicious of others; will do anything to achieve his aims regardless of whom he hurts in the process; is disgusted with life; etc.

Discuss how the person with a sense of integrity accepts the life cycle, his place in it and the people involved in it rather than wishing they were younger, failing to understand or sympathize with the aging or being impatient with children who are learning and thus re-

quire help and guidance. Discuss how a parent with a sense of integrity may be a transmitter of this component of personality to his family and associates. Discuss how one's sense of integrity influences his ability to hold a job and to maintain friendships. Recall that the capacity to accept life and to accept "self" permits greater acceptance of life's situations and other people. Discuss the quotation "To thine ownself be true and it must follow as the night the day, thou canst not then be false to any man."

Generalizations

Certain critical periods seem to occur throughout the life span of the individual during which his total development, or some aspect of it, is particularly sensitive to environmental nfluences.

To the extent that an ndividual's developmental needs are met as they occur, he is free to move toward his full potential.

The sense of self grows gradually and continually as the individual participates in an ever-widening environment.

TEACHER'S NOTES

HUMAN DEVELOPMENT AND THE FAMILY

Specialized Home Economics

CONCEPT: CHILD CARE AND GUIDANCE (Uniqueness of the Individual)

OBJECTIVES: To help pupils to:

I. Develop interest in the continuous study of children.

II. Understand the meaning of Child Care and Guidance.

III. Understand the meaning of uniqueness of the individual and its relationship to the care and guidance of children.

IV. Develop some understanding of the principles and methods of caring for and guiding children at their different developmental levels.

CONTENT	and	LEARNING EXPERIENCES

CHILDREN—"LITTLE PEOPLE"

Discuss the concept of children as "little people," but not miniature adults. Observe children and report how they are like "grown-ups" and how they are different. Recall own childhood and relate incidences that give insight into the feelings of children and their concept of the adult world. Think of the children in own neighborhood and list how they are alike and how they are different. Consider that children as "little people" are alike and different from adults and are alike and different from each other just as all people are both alike and different. Recognize that a baby is a person from the time of birth and is a "*person*-ality," a "self" and an individual unlike everyone else (unique) but having the same basic needs that all human beings have.

"BIG PEOPLE" AND "LITTLE PEOPLE"

Recognize that adults have been children but children have not been adults and have no basis for knowing what adults and the adult world are like except what they observe adults do. Recognize that "big people" have been "little people" and know what childhood means and what care and guidance children require if they are to grow up to be mature and healthy individuals. Consider that parents or guardians are legally and morally entrusted with the care and guidance of their children in whose trust children remain until they become of age.

Consider the joys and satisfactions which children bring to a family. Discuss reasons why childless couples often adopt children. Discuss the influences that adults may have on children and the influences children may have on adults. Recall influences of adults on own childhood. Cite incidences which show the influence of children on class members, using examples of children in the family, neighborhood and at school. Discuss how helping children to grow up may help an adult to become more mature. Consider how children model adults. Discuss how an awareness of how a child models an adult may influence an adult to alter his behavior in order to be worthy of being modeled. Consider the impressions children may get from adults which may influence their concept of people, including parents, neighbors, relatives, babysitters, policemen, teachers, ministers, doctors, nurses, clerks, soldiers, cowboys, etc.

CONTENT	and	LEARNING EXPERIENCES

CHILD CARE AND GUIDANCE—"CHILD-REARING"

Consider the help that children require from adults. Discuss how children: hold onto adults for security; turn to adults for affection and consolation; ask questions of adults in their search for knowledge; make demands on adults for food, water, toys and play; etc. Consider the obligations of adults to care for and guide children. Identify the process of *child rearing* as caring for, supporting and guiding children to maturity. Recognize that there is no one way to rear children since both children and parents are unique. Consider that research and experience have developed child-rearing principles helpful to parents in understanding, caring for and guiding most children. Discuss the meaning of *care* of children. Identify care for a child as "concern for," "serious attention to," "thought for," "regard for," or "to look out for" a child. Discuss how a parent provides *care for* a child because he "cares for" or has feeling for (affection) the child. Discuss the meaning of tender, loving care (T.L.C.) which is recognized by doctors, nurses and child psychologists as essential to human development. Identify what is involved in care, such as provisions for food, warmth, clothing, health, rest and sleep, elimination, care, safety and protection.

Discuss the meaning of the expression "to grow like Topsy." Recognize that without *guidance* children "just grow" but with help from loving and thoughtful parents and other adults children may be directed to become independent, responsible adults who can take their place in society. Define *guidance* as the process of helping a child develop self-control and self-reliance within the framework of society's expectations.

PRINCIPLES OF GUIDANCE

Discuss how the guidance process is a two-way channel which involves both the adult and the child. Consider that although the adults carry the primary responsibility in guidance, the child is personally involved in the process. Identify the basis for guidance, namely:

- *Mutual affection*
- *Respect* for the child as a growing individual
- *Help* with difficulties with encouragement of independent action
- *Approval* for tasks well-done

Study the place of *mutual affection* in the guidance process. Recognize that mutual affection is love for each other for what they are and not necessarily for what they do. Recognize how such love involves concern for behavior but does not stop with behavior. Discuss how mutual love does not condone everything a person does but neither does it mean rejecting the person because his behavior is rejected. Discuss how mutual love may become a secure base for "talking things through" with counsel rather than telling and with concern rather than criticsm. Discuss how parents may handicap their ability to guide children when they threaten children with loss of their affection with statements, such as: "I won't love you if you do that," or "I'll be mad at you if you do that," etc.

Study the place of *respect* in the guidance process. Recognize that respect for an individual is basic to all human relationships. Discuss how a person who is treated with respect has reason to believe that he is worthy and is thus helped to believe he can accomplish worthy endeavors. Contrast this belief with what a child might hold about himself when he is treated disrespectfully. Recognize that a child who is treated with respect learns in turn how to

treat others with respect when he has learned to think of others as persons with rights.

Study the place of *help* in the guidance process. Discuss how childhood is a period of learning which involves a need for help at the developmental level of the child. Consider that too much help may cause a child to become too dependent and too little help may cause him to become discouraged or to make mistakes which might endanger himself or others.

Study the place of *approval* in the guidance process. Discuss how a smile or a pat on the back or other evidences of approval may encourage continued achievement in relation to desired goals. Discuss how approval or recognition acts as a stimulation or motivation and the lack of it may result in discouragement and a "so what" attitude. Consider how approval may be used to teach children what is acceptable to them and to society.

GOAL SETTING—AN ASPECT OF GUIDANCE

Study how an understanding of why a child behaves as he does (his goal or what he is trying to do) may help the adult to guide him to abandon his goal or to pursue it with vigor. Recognize that when the adult's goal for the child and the child's goal are in opposition, the adult who is wise will make sure his goal is appropriate before insisting that the child abandon his goal. Consider how the adult may secure the child's cooperation by explaining why his goal is to be preferred and recognizing rather than ignoring the child's goal. Consider that when the adult's and child's goals become one acceptable to both, progress toward acomplishment of the goal is likely.

SETTING LIMITS—AN ASPECT OF GUIDANCE

Consider that "no one lives to himself alone" and learning to adjust to limits is a means of learning to cope with the problems of everyday living. Discuss how the child who is allowed to do as he pleases without any limitations and prohibitions may face serious consequences when confronted with limits of school, work and other aspects of life. Discuss how indulging the every whim of a child may lead him to disregard others and may cause him to become self-centered, selfish and a misfit. Identify some limitations which a child may be taught to adjust to, such as regularity in going to bed, obedience of parents, truthfulness, staying out of the street, etc. Discuss how setting limitations involves consideration of the developmental level of the child and what he can be expected to comply with in relation to his development.

DISCIPLINE—AN ASPECT OF GUIDANCE

Discuss how discipline may be considered an aspect of guidance when it is used as a means of helping a child achieve inner controls or self-discipline, rather than punishment for objectional behavior. Discuss how guidance may be a means of altering behavior by motivating the child to want to behave differently. (Refer to pages 503-505 of this Unit for other information on discipline.)

WHY STUDY CHILDREN

Consider that associations with children may make the hair gray but may keep the heart young. Discuss reasons for studying about children such as:

- The study of children heightens one's enjoyment of life since children are fresh, responsive, interesting and ever-new. (There's nothing like a child.)
- To learn about children is to learn about people.
- The study of children contributes to self-understanding and helps one analyze his

own feelings and behavior.

- The study of children contributes to competencies in child rearing on the part of parents and future parents.
- The study of children helps the mature person accept his responsibility for all human beings as "fellow men."
- The study of children may help one to become interested in preparing for employment in nursery school, day care centers, etc.

Discuss why the professional education of doctors, teachers, home economists, social workers, nurses, psychologists and religious workers requires a study of children. Recognize that research from many fields contributes to the science of human development, such as Biology, Medicine, Home Economics, Psychology, Sociology, Anthropology and Physiology.

UNIQUENESS OF THE INDIVIDUAL

Discuss why a study of human development is a study of personality development since one's personality is everything about the person. Recall that a personality is a person, an individual, a self or a human being. (Advanced Human Development and the Family) Study how all facets of human development (personality) are developed through the inherent qualities of a person (biological) interacting with the environment. Identify the process of interaction as what a person is born with (heredity) and what happens to him after he is born (environment). Identify what the individual is born with as his *nature*. Identify the environmental influences as his *nurture*. Discuss how the factors of heredity (nature) and environment (nuture) together contribute to the uniqueness of a person. (Refer to Uniqueness of the Individual and Families—Advanced Human Development and the Family.) Study how this uniqueness begins at the moment of conception when the cells unite and the genetic composition of the baby is established. Consider how this uniqueness continues throughout life.

"PERSONALITY VARIABLES" THAT MAKE A PERSON UNIQUE

Identify the *personality variables* that make a person unique including:

- Physical differences
- Differences that are constitutionally based (temperament and intelligence)
- Behavior dispositions
- Learned habits and skills
- Acquired attitudes, beliefs and prejudices

Consider how these personality variables mean that each person's life has its own story as these variables and the environment interact to spell out the uniqueness of his life. Recognize that personality variables make: some children tall and others short; some physically strong and others weak; some intellectually keen and others dull; some energetic and others sluggish; some agile and others awkward; some courageous and others fearful; and some outgoing and others ingoing.

PHYSICAL DIFFERENCES— "VARIABLES OF PERSONALITY"

Study the *physical differences* that make an individual unique. Visit a hospital to observe the unique characteristics of newborn babies.

Report on the individual differences observed, such as: size, body structure, hands, hair, eyes, skin, facial features, activity, quality of voice, etc. Compare the characteristics observed in the boy and girl babies. Discuss how physical differences contribute to a person's uniqueness. Discuss how these differences may influence the reaction of people to the person. Recognize that from the time of birth individuals are noticeably different. Arrange to talk to parents about the differences in their children. Recognize that even identical twins differ in some respects, such as the pattern of their fingerprints. Discuss how the biological individuality of a baby provides the substance for and influences to some extent the direction of his later growth and development.

DIFFERENCES THAT ARE CONSTITUTIONALLY BASED— "VARIABLES OF PERSONALITY"

Temperament
Intelligence

Study the variables of personality that are *constitutionally based* including *temperament* and *intelligence*. Consider how differences in temperament may be observed in the infant. Recognize that babies that cry often may be more sensitive to pain due to the sensitiveness of their nerve cells. Recognize that the pattern of a child's temperament is biologically based and how recognition of this fact by the mother may help her in caring for the child and in the guidance of the child.

Study some of the *dimensions of temperament* that are common to all infants but vary in extent with each individual child. Identify the dimensions of temperament as *fear withdrawal, affiliativeness, impulsitivity* and *aggressiveness*. Recognize that some children are constitutionally more *fearful* than others. Discuss how understanding parents will treat these children differently from children with less fear. Consider that all infants have fears since their sensory motor systems are not developed to the point of inhibiting fears; therefore, reassurance from parents and others and the avoidance of situations that produce fears are needed.

Recognize that all infants have a need for *affiliation* (friendly relationships with others). Discuss how the need to respond and affiliate with others is present in infancy and continues throughout life. Discuss how the relationship between the infant and his mother or a mother substitute provides an opportunity for the infant to establish an intense or depth relationship or affiliation with another person. Consider how this relationship may influence the individual's ability later in life to relate to other people, to love and give love, to affiliate with others in group activities, etc. Recognize that the extent to which an infant develops affiliativeness is related to the extent of his inherent quality of affiliativeness (some children are constitutionally more friendly than others) and the depth of his experiences with his mother or mother substitute.

Discuss how differences in the *impulsitivity* or *explorative tendencies* of infants may indicate different treatment of the baby. Consider that some people are inherently more curious and more explorative although all people have some curiosity and desire to explore. Discuss how a child may be taught what things may be handled or thrown and which things are to be left alone. Consider that when a child of impulsitivity is frustrated by denial without explanation he is likely to become hostile. Discuss differences in the aggressive tendencies in infants. Discuss how the aggressive child may become hostile when frustrated by adults who thwart rather than direct or guide this tendency. Recognize that temperaments of children are constitutionally based and because of this, each child is to be understood and dealt with on an individual basis.

SPECIALIZED CONTENT	and	LEARNING EXPERIENCES

Study how *intelligence* of individuals is constitutionally based since intelligence is "biologically inherited," "inborn" or "a matter determined by the genes." Study the meaning of *intelligence* as *the capacity to learn* and *the ability to do*. Discuss intelligence as the capacity to acquire new modes of behavior and learn new things. Recognize that the four-year-old child does not have the same capacity as the ten-year-old but he may have the potential but not yet the "capacity." Recognize how one's "capacity" changes as one grows to maturity because of the development of the brain. Recognize that one's potential intellectual development is limited by the genes. Consider that one's readiness to learn and his capacity to learn develop with maturation. Consider that when adulthood is reached, one's capacity to learn does not increase but a person may continue to use his level of capacity to learn all of his life. Consider how intelligence is the quality of one's effectiveness in meeting life's situations. Identify factors that influence one's effectiveness in meeting life's situations, including:

- The extent to which capacity is developed within the limits of a person's biological potential.
- The opportunity to learn social and mental skills. (The richness or poverty of one's social and educational opportunities and motivations.)
- The accumulation of motor, social and mental skills.
- The emotionality of the person. (Some persons may muff the effectiveness of their performance by giving vent to emotions in unaccepted ways.)

BEHAVIOR DISPOSITIONS— "VARIABLES OF PERSONALITY"

Study variables in *behavior dispositions* and how these contribute to the uniqueness of the individual. Identify behavior dispositon as the general way one behaves in relation to specific situations. Identify such behavior dispositions as excitable, calm, vigorous, forceful, vivid, colorless, sensitive, domineering, yielding, rigid, flexible, cruel, kind, bossy, dependent, independent, responsible, irresponsible, aloof, friendly, self-assured, shy, cooperative, antagonistic, critical, gives up easily, stable, unstable, resourceful, has a sense of humor, has little sense of humor, concentrates, is easily distracted, etc. Consider how a child's behavior predisposition may be directed through teaching him acceptable behavior (socialization) and social skills. Reorganize how one's physical qualities becomes a person's psycho-physical system or organization which, in turn, influences one's adjustment to his environment. Discuss how the person's general appearance, size and hearing may impress one in one way or another but what he commonly does in various life situations or his usual behavior may impress one more. Recognize that the personality is made up of physical and personal attributes which constitute their behavior patterns which make the person what he is (characterize the person) and influence the quality of his relationships (interaction) with others. Recognize that how one behaves in a situation is not due only to the nature of the situation but to the constitutional nature of the person and his behavioral history (how he has behaved before and what measure of satisfaction it brought him). Consider how the understanding parent will recognize dispositions of children and guide the child in relation to them.

LEARNED HABITS AND SKILLS— "VARIABLES OF PERSONALITY"

Discuss how *learned habits and skills* contribute to the uniqueness of the individual. Discuss these as products of both the environment and the inherent qualities of the person. Discuss the role of the parent in motivating a

child to develop habits and skills in keeping with a child's capacities and interests and in helping a child to avoid establishing habits which are not conducive to the development of his best self.

ACQUIRED ATTITUDES, BELIEFS AND PREJUDICES— "VARIABLES OF PERSONALITY"

Recognize how a person's attitudes, beliefs and prejudices contribute to the uniqueness of the individual. Consider how these are learned from environmental influences. Discuss the role of the home, school, church and community in providing opportunities for children to acquire attitudes and beliefs based on sound values and valid information.

HELPING CHILDREN GROW TO MATURITY

Consider the role of parents in helping their children grow to maturity. Recognize why the extent to which parents can successfully accomplish this is influenced by the degree of their own maturity. Recognize that security (down deep within the person) is an aspect of maturity. Recognize that insecurity of adults shows in the infantile behavior of "so-called grown-ups." Identify some behavior characteristics of infants, such as: intolerant of discomfort; demands immediate gratification; is completely self-centered (his whole life contained within himself); etc. Recognize that these characteristics of the infant are expected because they are in relation to his level of development. Consider that when these characteristics are viewed in adults, they indicate emotional immaturity. Identify the parallel behavior of adults which shows infantile behavior, such as:

- Intolerant of discomfort—makes a big fuss when he is uncomfortable or discommoded (a mature adult can stand discomfort and some pain without yelling about it).
- Demands immediate gratification—demands what he wants when he wants it and brags that he gets it, such as meals on time, strict obedience of his children, immediate service at the filling station, etc.
- Self-centered—seeks the center of the stage and expects the home, the job and the world to revolve around him.

Recognize how mature parents may help develop feelings of security in their children as the children experience mature behavior with them since children tend to model the parents. Discuss how parents may help children grow to maturity by recognizing that each level of the child's development is a value within and to itself to be lived with gusto in and within itself and is not "just" preparation for the next stage or period of development. Discuss how parents may help children grow to maturity by recognizing the child's right to be a child and not try to force maturity with "too much too soon." Consider how the parent who is mature in judgment will show respect for the child as he really is and will not expect grown-up behavior beyond his developmental level; will not annoint him nor put him on a pedestal; will encourage him and believe in him but not downgrade nor condemn him. Discuss how parents may help children grow to maturity, not by a major formula, but by dealing with each child with understanding at his level of development and guiding him to grow and develop from where he is to where he may go according to his potential.

HOW LIFE BEGINS

Study the biological development of a new life from the single cell (fertilized ovum) to the formation of the human embryo and fetus. Recognize that the development of the infant

requires 266 days after fertilization of the ovum during which time the infant grows from a single cell which is almost invisible to the naked eye to an infant weighing 6 to 9 pounds (more or less). Identify the signs and symptoms which indicate a probability of pregnancy. Study the process of development recognizing that it is a smoothly progressive process with each stage or phase merging into the other without any real line of demarcation. Recognize that this new life will have its unique pattern of development determined by: the potentialities given by the parents; the condition in the uterus; the kind of home into which it is born; the manner in which its needs are met; and the feelings and attitudes of the people in its environment.

PREPARATION FOR THE BABY

Consider the careful preparation birds make in building their nests for their young in order to provide a safe and appropriate place for their nurture until they are ready to leave the nest. Recognize the home as the nurturing place for human beings. Identify the kinds of preparation a couple may make for an infant including financial consideration, space needs, changes in living habits and conditions and psychological readiness. Discuss the father's contribution to the well-being of the mother during pregnancy through providing understanding and appreciation for her problems and support and help when needed. Consider how the father who knows what takes place during pregnancy and how the child grows can more easily play a supportive role. Discuss ways in which the father, when there are young children in the family, may relieve the mother by taking a more active part in the children's routines, activities and thus strengthen the bond between the father and children.

Recognize that pregnancy is a normal process to be experienced happily as a period of growth for both the mother and the child. Consider that in order to provide for this growth, physical adjustments occur as greater demands are placed on all organs and systems in the mother's body. Study why the woman who begins pregnancy with a healthy body and whose tissues and bones are well-stocked with the necessary nutrients is prepared to meet the physical demands. Consider that a person whose body is well-nourished at the time of pregnancy may find it easier for her to maintain adequate nutrition for her own and the child's needs. Study why the woman with adequate supplies of calcium in her bones, a good retention of nitrogen from the protein eaten (necessary for prenatal growth and later for lactation) and a normal hemoglobin level stand a better chance of keeping these supplies adequate and maintaining a high hemoglobin level. Consider how normal weight for body size is an asset to the pregnant woman. Study the possible hazards associated with underweight or extreme overweight. Consider how a healthy body contributes to the resistance of infection, fatigue, emotional upsets and other problems that may occur during pregnancy.

Discuss ways of preparing children for the new baby. Recognize that their knowledge of a baby may be so limited that they may get the idea of someone who will play with them immediately. Consider how they may be prepared for a little helpless baby who is to be treated gently and who will need mother's care and his family's love. Discuss ways of enlarging a child's knowledge of what a baby is like by showing him pictures of babies, pictures of himself when he was a baby, visiting very young babies, etc. Consider how opportunities for children to share in the preparation for the baby and for his care after birth may help them develop a sense of ownership and responsibility toward the new baby.

Discuss the plans to be made for children in the family during the mother's stay at the hospital. Discuss ways the mother may communicate with the children while she is away

through telephone calls, notes or surprise packages for the children. Discuss the interest of in-laws and other family members in the arrival of the new baby. Consider ways in which they may be included in the preparation.

Consider that if it is a first infant, the physician may talk to both parents about what a new infant is like. Recognize that the new infant is a shock to many parents (new and experienced). Recognize such things to be expected about the new baby may be the likelihood of cross eyes (which will straighten); hiccups; may breathe irregularly, etc. Point out the physician may emphasize that mothers' vary in the time they begin to feel fully maternal. Recognize that some mothers have maternal feelings right away, and it does not mean she is not maternal if her infant appears to be a stranger to her at first.

Recognize how getting together basic equipment and clothing for the infant ahead of time will lessen the burden later. Identify some of the needs which can be foreseen and made ready, such as: a place to sleep (bassinet, cradle, crib or bed witn slats close enough together so that a baby can't get his head hung); something to bathe him in; something to dress him on; safety pins; rectal thermometer, absorbent cotton; soap, diaper pail (unless diaper service is to be used); nightgowns; diapers; sweaters and sacks; some "dress-up" clothes; sheets (3-6); pads; waterproof sheeting; blankets; scales, bath thermometer (not necessary but may be needed by the inexperienced mother); toiletries such as baby oil and ointment (if desired); formula equipment (if baby is to be bottle fed.)

PRE-NATAL CARE

Study the role of the physician in pre-natal care from the time of conception through the birth process to prevent and solve problems associated with pregnancy. Study the maternal changes (structure and function) during pregnancy due to the demands of the growing organism on the mother, such as weight increases, changes in body shape, glandular changes, changes in metabolic rate, elimination patterns, appetite changes, etc. Study nutritional needs during pregnancy, habits of elimination, provisions for exercise and rest and teeth care. Study emotional factors during pregnancy. Discuss how freedom from emotional strain during pregnancy goes hand in hand with the physical health to permit a smooth course in pregnancy. Recognize that everything a mother does to keep herself healthy (physically, emotionally and mentally) during the pre-natal period is likely to give the child a better start in life. Identify sources from which people may receive help in pre-natal and infant care, such as government bulletins, columns in newspapers, radio, TV, books, magazines, etc. Discuss the widespread popularity of Dr. Spock's—*The Common Sense Book of Baby and Child Care*, as evidence of the recognition of the need for help on the part of many parents.

CARE DURING AND FOLLOWING BIRTH OF THE BABY

Study the medical and nursing care required during and following the birth of the baby, both for the mother and infant. Consider how knowing what to expect in the birth process helps relieve anxiety and helps the mother adjust to and contribute to the process.

REGISTRATION FOR INFANT

Recognize that the certificate of birth and citizenship is the legal proof and the date of the child's birth. Consider that throughout life, he will need proof of his identity, such as when he enters school, requests a driver's license, for a passport to travel in foreign countries, to prove his right to vote, to marry, to draw social security, and to inherit property.

Consider that if the infant is born in the hospital it will be their responsibility to send needed information for birth certificate to the local health department or registration of births. Consider if the infant is born at home, the midwife or doctor is required by law to report the birth to the local authorities. Recognize that the infants' full name should be a part of the official record.

INFANT CARE (0-9 MONTHS)

Discuss how the first few weeks of the infant's life is the time for getting acquainted for both baby and mother. Discuss how a *sense of trust* developed in these early weeks gives the baby the feeling that "the world is O.K." and he can go ahead and grow with a sure feeling. Discuss how the parents can contribute to this feeling by attending promptly and lovingly to his early needs and thus build the confidence of the child in them and help him build a friendly and secure disposition. Recognize why the first days and many nights will be "baby centered" until the infant settles into a fairly regular routine, and becomes accustomed to life in his new world. Recognize that feeding and sleeping are baby's chief interest in life for the first weeks.

Discuss the meaning of the statement, "the child's body is his equipment for living" in relation to physical care of the infant. Recognize how the cries of the infant are his way of telling others he is hungry, in pain, sleepy, uncomfortable or frightened. Discuss how he cries because he is hungry and feeding him becomes a language between mother and infant. Recognize that he is learning that when he is hungry he will be supplied with food. Consider that these are his first lessons about the world and he learns that his mother is a trustworthy person and his world is a safe place for him. Recognize that from her patience with him he learns patience with himself. Consider that as the infant thrives on the food the mother gives him, he will also respond to her as he begins to study her face and look for the tender pat he receives that helps him feel secure and to know his world is O.K.

Consider how infants may develop pleasant association with feeding, sleeping, elimination, bathing, etc. when these routines are handled by understanding parents who make these occasions enjoyable to the child.

INFANT FEEDING

Recognize that an infant is a human being who may have strong feelings about how much food he wants and when he's hungry again and may set his own pace as to how often to eat and how much. Recognize that "self-demand" is a factor to consider in developing the baby's schedule. Consider how a record of the hours the infant is fed and the amount eaten will inform the physician about the infant's intake and feeding pattern as basis for advice on feeding schedules and formula.

Study values of breast feeding and formula feeding. Study mother's diet and breast care in breast feeding. Study food needs, methods of preparing the formula, care of bottles and nipples and provisions for water. Study use of food supplements and changes in food requirements as the infant grows. Study weight gains expected. Discuss that whether the infant is breast fed or bottle fed, burping, a process of expelling some of the air from his stomach is needed because if he is not burped, he might not take enough milk because the air in his stomach gives him a feeling of fullness and this often causes colic (the infant may be burped by stopping two or three times during the feeding, especially after the first minute or two and place the infant on your shoulder. Gently but firmly pat his back until you hear him release the swallowed air. As he becomes older, you can do this by keeping him

in an upright position on your lap and patting his back). Consider that he may spit up some milk during the burping process.

CLOTHING THE INFANT

Recognize that the kind and number of clothing is related to factors, such as: season of the year; kind of heat in the home; travel plans; etc. Identify characteristics to look for in selecting baby clothing, such as: comfort in size, design and fabric; ease of putting on and taking off; freedom of movement which the garment will allow; safety considerations (avoid draw strings around infant's neck and long ribbons); ease of laundering; length of time garment may be worn before it is outgrown; and cost in relation to use. Visit the baby departments in stores to observe the various types of clothing available for infants. Evaluate the features, styles and fabrics. Study patterns, fabrics and construction techniques for baby clothing which may be made at home.

Study different styles and fabrics in diapers and evaluate each in relation to softness, absorbency, weight, comfort, ease of use and laundering qualities. Demonstrate folding diapers using square, triple and oblong styles. Evaluate each. Consider differences in putting diapers on boy and girl infants. Recognize how wet or soiled diapers contribute to the discomfort of the infant and why they are to be removed as soon as possible. Study care of diapers including storage, laundering and availability. Study availability and cost of diaper service. Exhibit different kinds and styles of waterproof diaper pants or covers. Evaluate each type.

BATHING THE INFANT

Consider the delight of a clean sweet-smelling baby both to himself and to others. Study time for and methods of bathing the baby. Demonstrate bathing procedures. Discuss how bath time can be a happy experience for both infant and nurse.

THE INFANT'S ELIMINATION

Recognize that the infant's bowel movements will vary in number and character. Recognize that some infants have several movements a day while others have them less frequently. Consider that the consistency may vary from a semi-solid to a solid form. Recognize that a breast-fed infant may have more frequent movements. Consider if there is a sudden change in the infant's movements, he should be observed carefully. Point out that several abnormal movements are a sign that something is wrong, especially if the movement is watery, or stains the diaper beyond the area of solid matter. Recognize that this is called diarrhea, which may be due to, improper feeding; beginning of a cold; infection in the bowel or elsewhere in the body. Consider if the infant is breast fed, a laxative taken by the mother may affect the infant's stool. Recognize that diarrhea or constipation may be easily corrected by following the advice and direction of a physician.

SLEEP AND REST FOR THE INFANT

Discuss that in order for an infant to grow and develop well, he will need an abundance of sleep and rest. Point out the younger the child is and the faster he is growing, the greater are his sleep needs. Consider that regular hours for sleep and rest contribute to the child's well-being. Discuss how a place for him to sleep undisturbed may be provided. Discuss how the kinds of bedding used for the infant will vary. Consider how desirable conditions for sleep contribute to the development of sleeping habits and rest. Point out that sleeping in different places will make it easier for the infant to adjust to changing conditions. Discuss why the infant should not be made dependent on any one thing for sleep, as medicines or a bot-

tle. Consider how developing desirable sleep and rest habits will contribute to the child's total development.

INFANT PLAY

Discuss how infants learn through feeling, tasting, smelling, listening, and play. Recognize how the young baby plays by watching moving objects, listening to sounds and waving his arms and legs. Discuss how the baby enjoys being talked to and sung to and shows this by smiling and responding when he's old enough. Discuss appropriate time for play periods such as before the bath, after diapering and after feeding. Recognize that the older infant will reach for a rattle, hold to one's finger and try to pull himself up as means of exercise and play. Consider that the young baby's playtime is a time to cuddle him, talk to and smile at him in order to make him feel wanted. Recognize that as he grows he begins to recognize family members and to reach for things which is then time to provide him with rattlers, soft toys and brightly colored objects. Discuss how play provides an opportunity for adults to help the infant develop a sense of trust—a feeling that everything is alright by enjoying his world and feeling that he "belongs" to the people around him.

Consider the need for space for baby to play in is needed from 3 to 4 months. Discuss the use of play pens, pallets, a play box or other firm places where the baby can enjoy his freedom and stretch his arms and legs.

HEALTH OF THE INFANT

Study the health care of the baby including preventive care and medical and nursing care. Discuss the advisability of calling the doctor when unusual symptoms occur. Study inoculations and how they serve as preventive measures. Study methods of giving medicine, enemas and use of suppositories. Practice taking a baby's temperature under the arm and in the rectum.

THE TODDLER (1-3 YEARS)

Observe children from one to three years of age. Recognize that they have passed the babyhood or infant days and are developing continuously but at their own rate. Discuss how exciting these years are for the child as he is striving to develop strong feelings of autonomy and to learn to do things independent of adults. Consider that as the child becomes more independent and active he matches his new abilities with ideas and energy. Point out the older the child the more he wants his mother and may fuss if someone else tries to take her place. Recognize that the toddler is beginning to understand who he is and has learned to love his mother, with the assurance that all is safe and O.K. Recognize that the toddler is developing an increased awareness of how much he needs his mother. Consider that the parent will need to decide how much to restrict the toddler's activities. Recognize he cannot be allowed to get into dangerous situations. Point out if his parents are overly strict with him he may lose faith in himself and become ashamed. Recognize how this may cause him to seek approval before he tries anything new.

Recognize how these early experiences have a life-long effect on the child. Recognize that he learns that he can or cannot depend on people, that he will be allowed to try things out or that he will be stopped. Conclude that the toddler needs close attention and care as he continues to strive for *independence* and dependence. Discuss how the child's independence is evidenced in his behavior.

THE TODDLER—LEARNS TO WALK

Discuss how the age at which children walk varies. Consider that in learning to walk the child learns many things; such as he learns to support himself with his hands on crib or floor, he learns to sit, he learns to creep and crawl, to pull up and stand with support. Point out that some children learn to walk around 9 to 10 months of age and some at 13 to 15 months. Consider the actual age they learn to walk will depend on how timid and passive the child is, the weight of the child, and his body build. Point out how his daily life will influence the age he will begin to walk. Recognize that a child cannot be taught to walk until he is ready. Consider that as the child grows and develops, balance and coordination will increase as he uses his muscles. Point out the way the adults in his world stand and move will influence the child's posture. Recognize that the child's posture is the result of: nutrition; fresh air and exercise; sleep and rest taken on a firm flat bed; properly fitted clothes (check socks and shoes every few months for length); happy, wholesome home atmosphere so that the child feels confident and loved and is free to let himself go.

THE TODDLER'S SLEEPING HABITS

Consider that the amount of sleep needed by all persons vary and it is sometimes difficult to know how much sleep a child will require. Identify the types of behavior which may indicate that the child is getting sufficient sleep such as contentment and satisfaction with life and sleeps when put to bed. Recognize that small bodies need plenty of rest. Point out that rest or sleep during the day is needed by children in addition to one long sleep at night. Discuss making the time for resting and sleeping a part of the day's plan or schedule. Consider how to prepare the child for bed such as reading a story or listening to soft music. Point out if the child feels that he is being put to bed as a means of punishment, he may resist sleep. Recognize that most children take a long time to settle down and should be given time to slow down their activities before bed time. Point out if he senses that you are in a hurry he will find ways to postpone going to sleep in order to keep someone around.

THE TODDLER'S FOOD

Recognize that young children need food that will help them to grow and develop muscles, bones, blood, sound teeth, and to stay well. Point out that children need foods that will supply the substance that will give them plenty of building materials, regulating materials, and energy. Study the food requirements for the toddler. Discuss why mealtime that is a happy time for the child contributes to the child's development of "good" food habits. Identify ways of making the child comfortable and secure at mealtime as he learns to feed himself, such as: chair of appropriate height for the table surface; unbreakable plates, cups and glasses; a washable floor covering; and dishes and silver sized to fit his hands. Discuss how permitting a child to move around and to move around and to leave the table when he has finished (if he wants to) will contribute to his enjoyment of the meal. Discuss reasons for discouraging playing at mealtime since it may distract him from the eating process. Recognize that during this period, the toddler is learning food likes and dislikes. Consider ways of using texture, color and flavor to make food appealing in order to develop a liking for a wide variety of food. Discuss how new foods may be introduced gradually to the toddler to encourage acceptance. Discuss how serving the toddler food that is too hot may cause him to develop a sense of mistrust and a dislike for the particular food. Recognize that the toddler usually cannot eat a large amount of food at a time. Discuss the place of snacks as a part of his whole day's food plan to furnish energy when needed such as cookies, crackers, fruit, toast, ice cream, fruit juice, milk, cheese, raw vegetables, etc.

THE TODDLER AT PLAY

Discuss how the toddler expands his world and learns to do things for himself (autonomy) through play. Discuss how toys and play experiences which permit him to try out things are of interest to the toddler. Recognize that this age child will enjoy pulling pans, pails and lids out of the kitchen cabinet as much as any toy.

Consider need of the child for a variety of objects to play with for pleasure and to try things out. Point out that in trying out things the child is enjoying the feeling of power it gives him. Consider that throwing things gives the child a chance to use his new skill of being able to let things go. Recognize that as the toddler learns to handle his body he wants opportunities to climb, swing and toys he can ride, pull or push or toys with which he can make noise. Exhibit and discuss toys which one might make for the toddler, such as stuffed animals, large wooden spools on strong shoe laces, colored blocks, etc. Exhibit and discuss other toys the toddler may find interesting, such as:

- Sturdy rattles, telephones and noisy squeak toys
- Large ball
- Floating toys for the bath
- Push and pull toys (such as a bell mounted on wheels)
- Low rocking horse or seat on rockers
- Stuffed animals or dolls
- Sandbox toys that won't rust (wooden jelly spoon or trowel may last longer than toy shovel)
- Plastic pail or kitchen items
- A nest of blocks (treated cardboard or wood) boxes, painted cans and cups
- Small sturdy wagon or wheelbarrow, kiddy car or small tricycle
- Small chair (which he'll carry around) and table (at which he'll stand mostly)
- Simple take-apart and put together toys
- Simple musical toys (triangle, bells, tambourine)
- Pounding sets
- Bright picture books with large pictures
- Cars, trains that interlock and boats
- Rubber dolls and animals
- Suitcase or large pocketbook
- Big wooden beads (1 inch) to string on thick string such as shoelace
- Puzzles with 3 to 8 pieces
- Wooden planks and hollow blocks

Discuss the selection of toys to insure safety, such as make sure to select toys which:

- Are large enough so that the child cannot swallow them
- Have no sharp points or edges
- Have no parts that can come loose and be put in the mouth, such as whistles in rubber toys, or buttons on stuffed animals
- Won't make him sick if he sucks on them (Be sure to ask if the paint used is harmless to children. Some toys carry labels giving this information.)

Discuss types of toys to avoid buying for the toddler such as toys that: have small or easily removable parts such as eyes on a teddy bear; are fragile and easily broken; are electrical or need winding up.

THE TODDLER AND FRIENDS

Recognize that the toddler enjoys people who are friendly, especially those his own age range. Point out the toddler is alert to people who may come in the house, such as a salesman, the postman or a neighbor. Identify some questions they are likely to ask people, such as: "Where do you come from?", "What are you doing?", "What is that for?" Recognize that the child needs friends to play with and a chance to be on his own. Consider that the child's experiences with friends should be satisfying since this will form the beginning of his life outside of his family. Recognize that children broaden their social world through friends. Discuss how adults can help children to make friends and to be a friend. Identify ways adults may encourage the making of friends by the use of the telephone; visiting children; inviting children to the home, encouraging him to play with other children, etc. Recognize that the child will need and want the love of his parents all through his life. Point out that as new loves are added, his life becomes richer.

THE TODDLER AND ACCIDENTS

Discuss accidents as the leading cause of death in children. Identify other causes of deaths in young children, such as: automobiles, poisons, fire and drowning. Point out common household items that cause accidents; such as lamp cords, electric sockets, fireplaces, irons left with cord dangling. Recognize that it is the job of the one who cares for the child to protect him from accidents. Recognize that the safety of the child is a concern when purchasing equipment for him, such as a play pen that will not pinch the child; high chairs and strollers that are balanced, etc. Recognize that the child will learn to accept some accidents as a part of growing up, but major accidents may handicap him for the rest of his life.

TOILET TRAINING FOR THE TODDLER

Discuss that toilet training is not possible until the child has developed an awareness of the bladder and rectum through the development of the nerves that connect these parts. Consider the statement of a mother who said, "She trained her child at an early age." Recognize that this mother trained herself to be alert to signals that meant her child was about to have a movement or that her child's bowel movements came at regular times earlier than most children. Consider that each child is an individual and is different from every other child and is not to be rushed or pushed into toilet training. Recognize that being in a hurry to get child trained may cause serious trouble later. Discuss why not to interrupt him at interesting play to put him on the pot but only if he seems willing. Point out if this interference with his freedom comes too often, the child may resist learning. Conclude that the child is the guide in timing in toilet training.

THE PRE-SCHOOL CHILD (4-5 YEARS)

Observe children of four and five years of age at intervals during this unit to see what they are really like. Recall that this is the period in which the child develops a *sense of initiative*. Recognize that the child of four and five wants to find out what kind of person he can be and wants to be able to do particular kinds of things. Observe how children of this age are enterprising, imaginative and imitative. Recognize this as a period when the child is ready to learn and the understanding parent will encourage this and encourage his initiative in all endeavors.

Study the developmental aspects of this age group including:

- *Physical Growth*—Recognize that at five years of age a child is approximately six times his birth weight and he has more than doubled his height. Observe the increase in motor skills including running, climbing, skipping, balancing, throwing, etc. Recognize the gradual development of the firm muscles (wrist, fingers, ankles) which enables the child to develop more skill in pouring milk, using scissors, driving a nail, etc. Consider that the four and five year olds are actively busy people and to sit or stand still is more tiring to them than activity. Observe that the legs grow longer during this period which makes the child's head appear smaller in proportion.
- *Clothing*—Recognize how self-help features in clothing and having a place for child's own clothing so he can get it out and put it away contributes to the development of a sense of *initiative* in the four and five year old child. Identify self-help features in clothing. Observe the interest of this age group in dressing and undressing themselves. Discuss consideration of comfort in fit and the allowance for growth when selecting clothing.
- *Foods*—Recognize how a sense of *initiative* is encouraged when children of this age are permitted to have a part in the selection and preparation of food. Recognize that when meals are served regularly the child knows what to expect and can plan his play accordingly. Consider that children of this age usually eat well. Analyze reasons why they may refuse to eat, such as: imitation of behavior of others; too high standards of mealtime behavior may be expected by parents; parents may be oversolicitous; emotional reactions; etc.
- *Play Materials*—Recognize the interest of this age child in big and challenging play equipment and in materials with which they may imitate adults, such as dolls and housekeeping toys, cowboy or policemen outfits, etc. Consider their interest in materials for creative play, such as art materials and building materials, toys that can be used more than one way, tools, etc.
- *Books*—Recognize this as a story book age especially if the story is about children their age, fairy tales, animals or transportation. Read books to children this age and observe their reaction.
- *Music and Records*—Recognize that children this age like to listen to music and make music (drums, shakers, bells, etc.) and like to sing and move in rhythm. Notice how they like a range of loud and soft and fast and slow music. Provide music experiences for children four and five years old and observe their reactions.

- *Social Development*—Recognize that this is a period when the child is not only learning about himself and what he can do, but he is also learning about other people. Recognize how children may be taught to share, to take turns; "What is mine" and "What is his" and how to exercise freedom within limits. Consider how adults through respecting children's rights, ideas and feelings and by approval and praise can help them "feel good inside" which will contribute to the development of a sense of *initiative.*
- *Language and Thinking*—Recognize that children learn to talk by imitation. Consider that at this age children do most of their thinking out loud which provides clues to their ideas, fears and confusions when adults take the time to listen. Recognize that curiosity is high during this perod and is to be encouraged rather than squelched.
- *Bathroom Routines*—Recognize how the establishment of bathroom routines contributes to the child's sense of *initiative* when he learns to cooperate in the bathroom, wash himself, help himself in dressing and assume some responsibility for his own clothing.

THE SCHOOL CHILD (6-12 YEARS)

Recall that during this period of development (6-12 years) *a sense of accomplishment* is established when environmental factors are present to promote it. Recognize that under unfavorable conditions the child may develop a sense of inadequacy or inferiority. Recognize how during this period children may: lay the foundation for citizenship; establish habits of workmanship and study; develop abilities and interests which carry over into adulthood. Study the care and guidance of children during these years in relation to:

- Physical growth and skills
- Character development
- Social progress
- Intellectual growth and activities
- Developing wholesome sex attitudes
- Managing money
- Hobbies and special interests
- Home-school relationships
- Responsibilities for household tasks
- Development of independence

DISCIPLINE

Discuss the concept of discipline. Recognize that the word means different things to different people depending on their experiences. Identify some of its meanings, such as to regulate, govern, keep in line, a strict way of life, or simply punishment. Consider how in child rearing, discipline might be thought of as what one may do *for* and *with* a child not *to* him in order to help him develop self discipline or inner discipline. Discuss the *why* of discipline. Consider how discipline may help a child to learn: what he can do safely and

what he can't; to respect other people and how to gain their respect; and how to use his energies and abilities constructively and in satisfying ways. Recognize that the control that is a part of discipline is learned and this control in children at first must come from parents since children are immature in self-control. Recognize that such control of a child is for the child's sake and not for the convenience of the adults nor a means of showing adult power. Discuss the insecure feeling a child is likely to experience when he hears his father say, "I can't do anything with Tom." Contrast this feeling with the security and self-confidence of the child who knows what parents expect of them and feel the steadying influence of their parent's attention and guidance. Study some of the means by which parents might help children to want to behave differently, or the *how* of discipline, such as:

- Act as friend and helper rather than dictator or punisher.
- Express feelings of appreciation, affection and concern both in words and deeds which help the child feel secure in the knowledge that he is loved and wanted by his parents.
- Try to find out and understand why the child behaves as he does and then remove the cause.
- Forestall undesirable behavior by finding substitute targets for the child's aggressive feeling ("anticipate—divert—substitute").
- Express requests in a positive way or use more "do's" and fewer "don't," such as, "Dig in the sand," instead of "Don't throw sand," or "Keep the puzzle on the table," instead of "Don't throw the pieces on the floor," etc.
- Speak in a calm, kind, firm voice rather than yelling.
- Speak directly to the child rather than calling to him across the playroom.
- Speak in short, clear sentences that the child can understand.
- Keep voice and facial expressions pleasant.
- Get down to the child's level when possible (stoop or sit on low chair so that the child can see your face).
- Avoid making fun of the child.
- Avoid arguing with the child.
- Avoid making the child feel guilty by remarks, such as "You're a bad boy." Accept the child although his actions are not approved.
- Avoid comparing the child with another. (It may cause him to dislike both the other child and you.)
- Avoid giving the child a choice if he cannot have one.
- Use physical guidance to restrain a child's activity, to assure the child of your meaning; or to illustrate how to do something.
- Establish limits and permit freedom within them.

Identify the different approaches that parents make to the control of the child's behavior, namely: *authoritarian, indulgent* and *developmental.* Discuss how the *authoritarian*

approach is achieved by threatening and physical punishment. Recognize that this method of discipline does not permit the child to express his thoughts and feelings since he is surrounded by a wall of "no." Consider that the child will learn from fear rather than understanding. Recognize that he will obey when the parent is present but may not have self-control when alone. Discuss how this method of control may contribute to a person a feeling of fear and inadequacy.

Analyze the *indulgent* approach where no or few limits are placed on the child and he does as he pleases with no boundaries. Consider how this child has no opportunity to adjust to limits and thus learn to control his feelings. Consider the difficulties the child may face in school, with his peers and in the adult world.

Discuss the *developmental* approach to discipline which respects the child and helps him to grow, learn and become responsible and self-directing appropriate to the stage of his development ("not too much too soon" and "not too little too late"). Recognize that a growing child has wants, desires and wishes which can be satisfied within the limits set up by society. Consider how a child may be taught to operate within limits and to make decisions and choices within limits when adults help him recognize limits, exercise freedom and accept responsibility for his actions. Discuss how limits and freedoms may be decided on in keeping with the child's development or maturity. Discuss the use of discipline as a tool to help the child to develop the ability to make his own decisions and to act by his own will without a helping or hindering hand. Recognize that the child will need practice in order for him to develop judgment and learn how to make decisions and to make plans for himself.

Discuss the behavior of immature adults in dealing with children in comparison with the mature parent who has no need to build himself up by dominating or suppressing the children. Discuss how the adult's maturity, goals, values and intelligence are reflected in the way they deal with children. Recognize that adults who feel insecure in what they are doing often will attempt to take out these feelings on children. Point out the adult who feels secure and is concerned with effective guidance will control his feelings and try to give the child the help he needs.

A CREATIVE LIFE FOF CHILDREN

Discuss the capacity of every person to invent, reorganize or create elements in ways that are new to the individual. Recognize the role of the parent and teacher in releasing and encouraging the creativity that is inherent in the individual. Observe how the life of the small child is one of eagerness, curiosity, spirit of adventure, capacity for wonder, imagination, sensitivity to and fascination for the world in which they live. Find living proof of these qualities in children observed. Recognize these qualities as the "raw stuff" of creativity. Observe the difference in the creative qualities of adults. Observe that they are often fearful conformists who resist change and reject new ideas and new learning. Discuss what may happen between childhood and adulthood to destroy or encourage creativity.

Discuss how the use of imagination has been responsible for much of human advancement. Consider how children may be encouraged and guided to develop habits of imagining, of seeking the novel or unknown and appreciating the original. Discuss the quotation, "Man will become the best that he can be when we have found ways to set him free." Identify blocks to creativity when children's ideas and dreams are "squelched." Discuss the difference in letting a child learn and "overteaching" him in relation to the encouragement of creativity.

Discuss the glorious experience of discovery, the "Columbus feeling" in a person when he finds something for the first time, such as the telephone and what it can do, the light switch, etc. Discuss how the child who discovers books finds new understanding and the child who is able freely to explore movement, color, sound, words, relationships of ideas, etc., is finding his own place in the world from which he may receive richness and contribute richness. Discuss how creative living begins with ideas (of which children have many) that when expressed may give rise to other ideas in a creative chain of thoughts.

Discuss the place of rich experiences in the lives of children through which they may try things out, experiment and create new and fresh thoughts, methods and expressions. Discuss how creative experiences are means of releasing emotions of joy, fear, love, hate, pressure and crisis. Study and observe ways in which creativity may be fostered in children through ideas, words, poetry, clay, sculpture, painting, dramatic play, puzzles, riddles, creative toys, music, rhythm, etc.

DEVELOPMENTAL TASKS OF PARENTS

Identify the tasks of parents, such as being sensitive to and providing for children's growth needs; enjoying life through children's eyes; and helping the child to accept sound values, develop self-direction and assume responsibility. Consider that parents who grow and develop as parents are able to recognize their children's needs and to provide for them. Recognize how over-concern of parents for their children will influence the emotional maturity of the child. Discuss how relationships within the home between husband and wife may or may not leave scars on the child that may make life difficult for them later. Consider the examples of the father and mother who quarrel continuously in the presence of the child in contrast to the parents who exhibit behavior of tender love and concern for each other in the presence of the child. Recognize that the child will learn roles and values as he observes his parents in the home.

Discuss the mother or father who attempt to relive their lives through their children. Use examples, such as the father who wanted to be a doctor and failed will set this goal as an ideal for his son. Consider that the son may not have the inherent qualities to develop the ideal set by his father. Point out the parent who fosters or attempts to idealize the child may face problems. Point out that wise parents will let children grow according to their own timetable of development in keeping with their potential.

Discuss the needs of every child for two parents who are mature and who love each other. Recognize that parents show by their actions that they love their children through: value identification; goal-setting; democratic discipline; providing an appropriate environment for the child; providing a sense of belonging; and providing opportunities for democratic planning and social action. Point out that an understanding parent values his job of child rearing and is aware that what he does will have its effect on the child. Recognize that the mature parent will seek to know as much as he can about himself because there is a close relationship of "self" to the task of rearing children.

FAMILY LIFE CYCLE

Review the family life cycle (Advanced Human Development). Discuss how the stages of the family cycle influence the concerns, values and goals of parents and family members. Study the developmental tasks of husband and wife and the family in relation to the stages of the family life cycle including: the beginning family (period of establishing the home and family); child bearing years; pre-school years; school years; teen-age years; years of

the empty nest; middle years; and the aging.

THE BEGINNING FAMILY

Study the developmental tasks of the young husband and wife as individuals and as a team as they seek to establish their home. Recognize this period as one in which both the husband and wife are still "growing up" as individuals and are working out their adjustments to marriage. Discuss the adjustments and gains to be made by the husband in his job and also by the wife if she is employed. Identify other developmental tasks which confront the newly weds, such as:

- Identification of values and goals
- Division of responsibilities
- Financial management
- Deciding on housing, furniture and equipment on a short or long range basis
- Adjustments to work, community associations and citizenship responsibilities
- Establishing relationships with each other, in-laws, other relatives, neighbors and social groups
- Anticipating children

CHILD BEARING YEARS

Recognize that with pregnancy and children come new concerns for the husband in relation to his role as father, husband and man and for the wife as mother, wife and woman. Consider how these concerns may bring on: a new division of responsibility; perhaps a larger house; changes in viewpoint; changes in priorities in the use of money; etc.

Study the developmental tasks of the infants and pre-school children in relation to management of body functions, self awareness, adjustments to people, developing means of communication, learning to behave in acceptable ways (socialization) and the development of a sense of trust and a sense of autonomy.

SCHOOL AGE YEARS

Discuss how life outside the family expands as children enter school. Consider the influence of school contacts on family activities in the community and communication of the family with the community. Recognize this period as one of increasing cost. Consider the possible changes in housing requirements in space and facilities for the growing family.

Study the developmental tasks of the school age boys and girls as they seek to: achieve a sense of initiative and accomplishment; develop self management; learn to assume responsibilities; learn to get along at school, with peer groups and with adults; acquire beliefs about religion and establish values.

TEEN-AGE YEARS

Discuss the developmental tasks of parents of teen-age children in relation to: understanding the adolescent and being able to communicate with them. Consider how the increasing costs of meeting the needs of adolescents may contribute to changes in the family's spending plan and may demand an increase in income which may be met by the teen-agers taking jobs and/or by the mother working outside the home. Consider how time demands both outside the home and at home may involve making decisions on priorities of activi-

ties. Consider how relationships in the family change during this period and adjustments which parents face in relation to these changes.

Study the developmental tasks of teen-agers including:

- Establishing a sense of identity
- Establishment of more mature relationship with peers
- Accepting masculine and feminine roles
- Coping with physical and emotional changes
- Emancipation of self from parental domination
- Establishing economic independence
- Acquiring a philosophy of life
- Learning to be a contributing citizen
- Looking toward marriage

CHILD LAUNCHING AND THE EMPTY NEST YEARS

Study the developmental task of parents when the children leave home to work or to marry. Discuss the effects of this change on family expense (for marriage or for helping the children financially until their own earning is adequate for their needs). Recognize how family expenses may reach a peak during the years and then begins to decrease. Consider possible changes in housing requirements because of children leaving or married children moving in with the parents. Consider how the family circle widens as in-laws and grandchildren become a part of the family. Discuss how family responsibilities may be different during the launching of children and empty nest period which may involve some reallocation of responsibilities to parents and among the remaining family members. Discuss the possible effects of the empty nest on the parents in relation to loneliness, feeling needed and wanted and coping with problems related to the aging process. Recognize this as a period in which the mother may become productive as a worker in occupations open to women of middle age.

Study the developmental tasks of the young adults who are: adjusting to a world of work; continuing their education; choosing their life partner; and/or adjusting to their role as marriage partner. Consider the adjustments which young adults face in making a life of their own away from their parents. Consider the increased citizenship responsibilities of the young adult and ways in which these obligations may be faced and met. Discuss the developmental tasks involved in courtship, engagement and marriage.

MIDDLE YEARS

Study the developmental tasks of parents during the middle years of life. Discuss how they may find new satisfactions as a couple in their home, in community and church activities, with friends and relatives including the families of their own children. Recognize this period as one in which the values of life that have stood the test of time and have real meaning may be reaffirmed in the life of the parents. Consider how the husband and wife may find home to be a haven of comfort and may share the household duties. Consider how financial security becomes a priority during this period when retirement has either become a reality or will soon occur. Discuss ways in which leisure time may be used productively

and with satisfaction during these years.

AGING YEARS

Study the developmental tasks of the aging in relation to problems of keeping well, keeping busy managing finances and facing the aging process realistically. Consider how the aging years may be a period of fulfillment when the philosophy of life of the aging views life in its entirety and sees the opportunities of each stage of life for service, creativity and productivity.

LEARNING AND EARNING THROUGH BABY SITTING

Discuss baby sitting as a "Teen Honored" profession. Discuss the popular demand for baby sitters for children ranging from infants to older children of school age. Consider how the practice of employing baby sitters has grown out of a real need of families to provide someone to care for the children while parents are away from home. Discuss how baby sitting may be a means of both learning about children, earning extra money in an enjoyable occupation and a means of helping parents.

THE BABY-SITTER'S JOB

Recognize that the primary responsibility of the baby sitter is to help the child accept the absence of his parents, keep the child happy and to carry out the child's routines in keeping with the wishes of the parents. Discuss how the job of the baby sitter as well as any other job requires promptness in arrival and dependability and responsibility in carrying out the duties. Discuss the business procedures involved in the agreement to take the job, such as: rate of pay; time of sitter's arrival and time parents will return home; who will provide transportation and duties to be performed. Discuss some expectations the employer may have of the baby sitter, such as:

- Strict attention to the job of looking after the child or children rather than becoming absorbed in own interests, such as reading, TV, telephoning friends, etc.
- Carry out instructions on feeding, sleeping, bathing and other routines.
- Follow safety precautions.
- Keep confidential any information learned about a family while sitting.
- Treat the child with respect, kindness and firmness.

Discuss some expectations the baby sitter might have of the employer, such as:

- A clear explanation of duties.
- Tour of the house and information as to where to find the things that will be needed.
- A comfortable house and surroundings.
- Information on what to do in case of emergencies (where parents can be reached, numbers to call, etc.)
- Respect for the hours agreed upon except in unforeseen circumstances, (such as a flat tire.)
- Name of child or children and information on their habits and inclinations.
- Prompt payment for servces.

Recognize that baby sitting is not child's play but a real job with responsibilities. Discuss ways of becoming acquainted with the child and how to win his confidence. Learn ways of playing with children rather than entertaining them. Practice reading stories and singing songs. Study toys and play activities appropriate for the different age levels. Consider the practice of keeping a notebook in which information may be jotted down about each job, such as names, telephone numbers, what to do in emergencies, children's special interests or needs, etc.

Generalization

The process of child rearing involves caring for, supporting and guiding children to maturity.

The process of guidance involves helping a child develop self control and self reliance within the framework of society's expectations.

Original temperamental differences are the foundation of identity and individuality.

Personality structure is early formed through interaction of original temperament and experience (nature and nurture).

Development results from a continuous interaction of the biological individual and his environment.

An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control, with increasing opportunity for making choices.

To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.

Maturity is revealed whenever an individual uses all the resources he has to move in the direction of his full potential.

A mature person copes with his environment, shows a certain unity of personality and is able to perceive and accept the world and himself realistically.

When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior.

Creativity is the capacity to innovate, invent or reorganize elements in ways new to the individual.

CONTENT	and	LEARNING EXPERIENCES

CONCEPT: CHALLENGE AND CREATIVE POSSIBILITIES OF CHANGE

OBJECTIVES: To help pupils to:

I. Understand the relationship of change to the culture.

II. Understand how one's concept of change influences one's ability to cope with change.

III. Understand and help direct change.

IV. Understand changes occuring in the family and their influence on family life.

CONTENT	and	LEARNING EXPERIENCES

CHANGE

Discuss the meaning of the common remark "We live in a world of change". Define change as to alter, modify, vary or make different. Recognize that change is constant and is inevitable using examples of: continuous change in the human body from birth to death; the change from daylight to dark; the change of the weather; change of the seasons; changes in nature from a seed—to a plant—to a flower—to a seed again, etc. Recognize these changes as natural and constant. Identify changes which human beings direct such as changes in fashion and fads, social customs, politics, food likes, new equipment, medicine, music, art, literature, science, technology, education, housing, etc.

Discuss Margaret Mead's statement "No one will live all his life in the world into which he was born, and no one will die in the world in which he worked during his maturity." Point out that change is so rapid in America that today's world will be different tomorrow. Recognize that the world will be different because people will make it so.

Discuss the meaning of the statement "It's a sign of the times" when discussing changes. Consider how changes reflect the thoughts, values, ambitions and feelings of people at a particular time. Recognize that a study of the changes throughout the history of civilization reveals the character, way of life and strivings of the people of the era (culture).

Discuss how change ushers in a new age. Identify some of the characteristics of the culture of certain ages and the changes which brought about a new age in relation to ages, such as: the stone age; dark age, renaissance; machine age; steel age; age of automation (pushbutton age); atomic age; space age. Predict what the next ages might be, such as the age of plastics, weightless houses for space, etc.

CONCEPT OF CHANGE IN RELATION TO BEHAVIOR

Discuss people's behavior in relation to change. Recognize that in every age and in every generation there seems to be a feeling that the new generation "is going to the dogs." Recognize that this viewpoint may be considered a fallacy when viewed in relation to the progress of the world from generation to generation. Recognize that one's concept of change is related to his understanding of change.

Discuss how the behavior of people vary in relation to change. Consider that this behavior grows out of one's concept of change, for example, the person who views all change as "good" tends to follow every fad and fancy, "changes with the wind" and may have an unstable life. Discuss how a person who views all change as "bad" tends to resist change. Discuss how some

people may resist change because they are satisfied with things as they are (feelings of "status quo" or complacency). Recognize that satisfaction with things as they are and resistance to change may be factors which cause some parents to try to keep children from growing up. Discuss the feeling of comfort found in old shoes and how one dislikes new shoes that bind and pinch. Point out how people feel secure in what they are accustomed to and tend to avoid change or situations that are new.

Consider that as people grow older they tend to become more settled in their habits, attitudes and ways and may find it difficult to project themselves into situations of youth. Point out that adults may look at life from a different point of view. Consider why things important to teen-agers may not be important to parents. Discuss the "band wagon" technique used by the young to promote their cause and get their parents to change. Discuss why parents may resist the technique of "times have changed and everybody's doing it". Consider that the maturity of parents leads them to know that "everybody" is not everybody. Recognize how the concept of change held by parents and the concept of change held by teen-agers may be the source of either conflict or understanding between them. Recognize that when parents understand the inevitable changes in relation to each generation, they understand and can intelligently guide youth rather than answering—"No, you can't do it because I said so", or "We didn't do that when I was young." Consider that when youth recognizes that his world is different from that of his parents (due to change) he can better understand why his parents view may be different from his.

Recognize that youth may help parents to see their point of view more realistically when facts are introduced rather than using the fallacy "Everybody's doing it." Consider how parents may not understand the "new you" of the teen-ager but how talking things over may help both to understand the other in terms of the new generation and changing world.

Discuss how in a world of change some factors remain constant. Identify these as the *values* which are recognized by society as "lasting values" such as truth, love, honesty, sincerity, honor and faith. Recognize that although the situations in which these values are applied may vary from day to day and from generation to generation, these values are changeless. Consider how these values may give security and direction to one in a changing world and help one to cope with new situations. Discuss how these values may serve as guide lines in evaluating changes before saying "Everybody's doing it" or "I don't like it."

CHALLENGE AND CREATIVE POSSIBILITIES OF CHANGE

Discuss the statement made by a 91 year old woman, "I don't know why people are always fussing about the world. If they had lived my years they would know that the world is more beautiful, people know more, and have more opportunities than they have ever had."

Identify how beauty in color and design, knowledge, advances in communication and transportation have come about through changes resulting from research and new developments which have "come out of the minds of men." Discuss how changes are brought about by people and thus how people may direct change. Consider that when people see a trend which is not in keeping with their values, how they may make an effort to redirect it.

Recognize that "new experiences" have been identified as a basic need of human beings. Point out that since change is inherent in the human body, it is inherent in human behavior. Recognize how the need for new experiences may be met through seeking new knowledge and using it in creative ways to achieve one's goals in accordance with sound values, whether it is in relation to cancer research or trying out a new food for the family.

Consider how one's understanding of and feeling about change becomes one's resource when coping with change. Show how one's understanding of and feeling about change may influence one's reaction to many aspects of life such as: hair stypes; food mixes; adult education; nursing homes; interior design; architecture; detergents; space travel, etc. Discuss how in turn a person's concept of change may help one to contribute to or bring about the desired changes.

CHANGE IN THE MATERIAL AND NON-MATERIAL CULTURE

Identify some of the developments brought on by the Industrial Revolution and modern technology that have influenced the family, such as: the steam engine, sewing machine, vehicles of transportation, production of iron and steel, electricity, telephone, telegraph, radio, TV, modern machinery, home appliances, etc. Discuss some of the changes in families resulting from industrial growth, such as:

- Less production in the home
- Fewer children
- Fewer relatives living in the home and less communication with kin
- Greater freedom for wives and children no longer engaged in home production
- Emphasis in mate selection shifted from economic skills to romantic aspects of personality
- More families living in urban areas
- Increased need for education for both sexes
- More married women working
- Women now have several choices (she can work or get married or both)
- Controls placed on children through Child Labor Laws and attendance laws
- Lighter housekeeping duties for family members
- Men working away from the home
- More leisure time for the family
- Increase in the comfort and convenience of homes
- Changed status of men and women

Identify some changes in the material culture that affect the family, such as:

- Increased health protection
- Greater educational opportunities and for a longer period of time
- Recreational facilities

- Ease of transportation (automobile, train, bus or plane)
- Many kinds of job opportunities
- Great variety of goods and services
- Many types of communication
- Shift from an agricultural to an urban culture

THE SHIFT OF SOME FAMILY FUNCTIONS TO OTHER AGENCIES

Contrast the "good ole' days" or the "horse and buggy days" with present day. Discuss some ways people refer to the "good ole' days". Consider if people really have a desire to return to the old days. Point out some of the advantages and disadvantages of life in former years.Study how families in earlier days were self-sufficient and performed many functions for their members. Determine functions of the late 1800 family, such as: economic; educational; protective; recreational; religious; status-defining; affectional and biological. Discuss the functions families now share with other social agencies, such as educational, protective, religious and recreational functions.

Discuss why the family in America cannot assume the total role of educating its young because of the vast store of knowledge and new knowledge being assimilated. Point out that formal education has been shifted from the home to the school (from nursery school, in some cases, through college). Consider that some families have not given up the total responsibility of educating their children but seek to help educate them through experiences with books, music, art, creativity, travel, just "talking to them", etc. Discuss TV and radio as a means of educating children through providing information on many subjects, drama and a variety of entertainment.

Consider the shift of the recreational function from family-centered recreation (sewing-bees, square dancing, taffy pulls, box suppers and family get-togethers) to community and commercial recreation such as: movies, bowling, skating, sports, swimming. Recognize the trend toward more recreation in the home being brought about through families' interest in television, tape recorders, record players, home movies, backyard pools, outdoor cookery, more hobbies and home workshops. Discuss the family's encouragement of community organizations to provide supervised recreation for children and youth. Identify organizations which provide recreational opportunities for young people.

Consider that the family's responsibility for protecting the home and looking after the well-being of family members is now shared with various agencies, such as: police force, fire department and insurance companies, to cover loss or destruction of life or property. Determine protective functions society now provides children, such as: negligent parents may lose their children to foster homes; laws regulate the hours and age and kind of work for youth; provisions for dependent children; provisions for handicapped children; legal justice for children found in separate procedures for probation and separate detention homes; traffic laws to protect children; health protection at clinics (vaccinations, dental care, hearing clinics, eye-care clincs, mental health and clinics for the handicapped).

Consider how families may secure protection through health, medical, life, property and car insurance, through social security, investments, old age, or annuity and unemployment insurance. Discuss how health protection is now provided through preventive medicine and

hospital care. Point out how these services may be provided families through welfare organizations and health foundations.

Discuss how the family transmits its religious faith to the children through home teaching and examples of church-going habits and way of life. Recognize that the home still functions in teaching a child his basic beliefs supplemented by instruction received in church, Sunday School and religious youth groups.

Discuss that the love and affection a child receives from his family cannot be replaced by an outside agency. Point out that the affectional function of the family has increased with more emphasis on emotional satisfaction in marriage and family living. Recognize that the biological function in a family setting will remain the acceptable way to have children and will continue to be a family function.

Discuss how (even though some functions of the family have shifted to other agencies), the home continues to transmit the cultural patterns and heritage and influences the development of the children.

INFLUENCES OF SOCIAL CHANGE ON FAMILIES

Discuss why it may be more difficult to become united on principles or interests or just plain "sticking together" (cohesion) as a family today than in the past. Discuss some factors which may contribute to a lack of cohesion in families such as:

- Marriage at an early age and many times with little preparation
- Mothers working outside of the home
- Advances in communication resulting in less dependency on the family
- Ease of transportation, allowing family members to seek friends and interests away from home
- Density of population, making one less dependent on his family for support and friendship
- Increased mobility of families
- Increased family disruptions through divorce, desertion or separation
- Separation of residence from place of work for most fathers, decreasing the amount of time he is with the family
- Decrease in power of the family over its members
- Increased leisure time with much of it spent away from the family

Discuss how today's families tend to be less dependent on one another than in the past. Recognize how changes have added strength to the American home. Discuss that women no longer have a life of drudgery that makes her grow old while still young. Point out that today she may marry, raise her family, spend time with husband and children in social or recreational pursuits, offer her time to church and civic projects, maintain her home, even work outside the home and still remain young in performance and viewpoint. Compare the jobs of a homemaker today with those in the early 1900. Recognize changes in equipment and home conveniences.

Recognize that people continue to have faith in marriage since a larger percent of the marriageable population is married than was true fifty years ago. Recognize that the choice of a marriage partner is part of a young person's role and parents have much less to say about it now than in the past. Discuss that today's marriage is based on a desire for happiness and companionship. Contrast these desires with earlier times when a man looked for a cook and housekeeper, one who was strong and healthy and the woman looked for a "good" provider. Recognize the growing trend toward a recognition that certain traits of personality are conducive to happiness in marriage, such as dependability, loyalty, optimism, the will to succeed, generosity and emotional stability.

Discuss how modern parents are partners in home living. Point out how both may share in planning, in meeting the needs and problems of their children, in running the home and in earning the living. Discuss that the conflict of home versus a job has been lessened since a woman is now able to do both when her health is good and when she has marketable skills. Discuss why husbands are now sharing more of the home responsibility with the wife.

Discuss why young fathers are helping more with the care of their children and how they have thus become more interested in their development. Discuss that today parents give more time to their children, while in the larger families of the past much of the responsibility for child care rested on the older children.

Consider why the family has become more of a consumer and less of a producer of consumer goods than formerly. Point out how food available in super markets and the modern labor-saving devices in home kitchens, have changed the buying practices, meal preparation and food habits of families. Consider changes that have produced beauty, comfort and convenience in the home such as: electricity and appliances; running hot and cold water; the bathroom; cooling and heating systems; new building materials; and convenient floor plans plus functional furniture and furnishings. Point out that more families can enjoy these changes today because of increased family income. Discuss the interest in outdoor living and in beautifying the home surroundings.

Consider the trend toward more interest in the health and welfare of the aged. Point out that there is a desire for greater independence in old age. Discuss the shift toward economic support of the aged by public agencies. Discuss why with longer life, more grand children will know their grandparents and married couples can expect to live more years together after the children have left home.

Discuss how the emphasis on individual needs and democratic family living has provided more opportunities for family members to share in family living. Discuss how the recognition of the worth of the individual, the practice of democratic family living and emphasis on sound values may contribute to a stable home in a changing world.

Generalizations

When individuals understand change and have some methods and resources for coping with it, they can be a force in determining the direction of change.

Change generally occurs first in the material culture which in turn produces change in the non-material culture.

Generalizations Cont'd.

Due to technological changes and advances in science, communication, and transportation, other social agencies have assumed some former responsibilities of the family.

Social change resulting from technological advances, political strategy and newly emerging or absorbed idealogies places strain on cohesion within and between families.

CONCEPT: THE FAMILY AND THE COMMUNITY

OBJECTIVES: To help pupils to:

I. Understand the relationship of the family and the community.

II. Understand the legal responsibilities of families.

III. Understand laws relating to the family.

CONTENT	and	LEARNING EXPERIENCES

INTERACTION BETWEEN THE COMMUNITY AND FAMILIES

Discuss how birds and animals tend to associate in numbers or groups. Reflect on: "swarms" of bees; "covey" of quail; "herd" of cattle; "flock" of geese; etc. Discuss the inclination of human beings "to band" together in families; churches; schools; civic and social organizations; and in communities. Recognize that "no man is an island" because "he doesn't want to be" and because society is made up of groups composed of individuals of which he wants to be a part.

Discuss the impracticality of the common remark "I'm going to live my own life". Recognize that whether a person lives by himself, in a boarding house or in a family, he is a part of society. Recognize ways in which society builds from the individual—to the family—to the community—and to the larger communities of state, nation and world. Recognize how the answer to the question "Who is my neighbor?" has increasingly broader meanings in today's world. Discuss the meaning of neighbor in relation to neighborhoods. Recognize that neighborhoods are small communities made up of families. Recognize how neighborhoods exist for families. Recall "ghost towns" that were once thriving communities until families moved away.

EXPECTATIONS OF NEIGHBORHOODS

Discuss the meaning of "being neighborly". Discuss different ways families in various neighborhoods express feelings of neighborliness. Recognize that families' expectations of neighborhoods vary in relation to their concept of "neighborliness". Discuss how one's expectations of neighbors and the extent to which the neighbors fulfill these expectations may cause families to be happy or unhappy in a neighborhood. Identify some of the expectations of many families of neighborhoods, such as friendliness, understanding, respect for privacy, respect for property, etc.

Recognize that friendliness or lack of it is expressed in various ways in neighborhoods as families seek to show their feelings toward their neighbors. Identify acts of kindness which express friendliness.

Discuss possible behavior families may expect of neighbors in relation to "understanding" them, such as: "lending a sympathetic ear"; keeping a secret; siding with them against others; etc. Recognize how one's failure to comply with these expectations may lead to misunderstandings and disagreements. Discuss how one may disagree without being disagreeable. Recognize how neighborhood children may help create a bond among neighbors or tear them apart. Discuss how neighbors may get acquainted with each other through their children. Cite cases when "childish tales" were not fairly weighed and became an issue among families. Recognize how efforts to understand all sides of situations before forming judgments may tend to develop closer neighborhood ties and avoid misunderstandings.

Recognize gossip as the means of social control in many neighborhoods. Recognize that all gossip is not malicious but may be a means of communicating neighborhood happenings to other neighbors. Discuss the dangers of malicious gossip.

Discuss behavior families may expect of neighbors in relation to respecting privacy. Recognze that privacy is one goal of homes and this goal has led to the expression "private homes". Discuss ways in which people observe privacy or fail to do so in neighborhoods.

Discuss property "rights" in relation to expected behavior of neighbors. Cite cases where conflict over property lines has lead to feuds. Discuss how such conflicts may lead not only to "spite" fences but may create barriors to "neighborliness". Identify behavior in relation to other problems concerning property rights such as drainage of water, garbage, trash, out houses, trespassing, fire hazards, roving pets, etc.

Discuss how families are both dependent and interdependent. Recognize how families communicate both through actions and words their expectations of each other and of the neighborhood.

REFLECTIONS OF FAMILY VALUES IN NEIGHBORHOODS

Discuss how the feelings of families about themselves and each other may be reflected in condition of homes, condition of streets and premises, upkeep of property, churches, schools, business establishments, cementeries, recreational facilities, safety provisions, etc. Consider how the values of families are thus indicated in the appearance of their own homes and in the progress of the neighborhood. Discuss how living in a community provides opportunities to try out values, to weigh them and acquire new ones. Point out that as an individual is exposed to the many experiences in the community (with people, in the school, the church and many community organizations) he learns values.

Discuss how families influence each other. Use examples, such as: The contagious effect of family activities on other families in house painting, lawn mowing, building a patio, etc. Discuss how families that value community betterment may show it through home beautification, being a good neighbor, participation in such organizations as church, PTA, Garden Clubs, Civic and Social Clubs, etc. Consider how within the neighborhood families may expand their sphere of living to include others. Recognize how children may learn as they observe their parents sharing with neighbors and participating in community affairs.

Recognize how families are influenced by the neighborhood. Discuss ways in which community values may be reflected in families through ambitions, habits, achievements of family members, attitudes toward self, neighbors and government. Discuss how the interactions

of families in the neighborhood can provide opportunities to learn to get along with others; to settle their differences; to learn to respect the rights and property of others; to share; to accept and understand others; to learn to make his own decisions and accept the consequences; and to abide by the customs of his group.

JOINT RESPONSIBILITY OF THE COMMUNITY AND FAMILIES IN MEETING NEEDS OF CHILDREN AND YOUTH

Education
Health
Safety
Religion
Recreation

Discuss how "joining hands" and working toward common goals may contribute more toward community betterment than can be accomplished through the complacent and "let George do it" attitudes. Identify services in the community that may be strengthened or provided when there is a feeling of community pride and cooperation. Point out that communities through cooperative effort may provide services more economically (in time, money and effort) than would be possible for individual families.

Consider the responsibilities of the family for the education of its young. Trace the education of children from pioneer days when parents taught their own children or hired tutors to the neighborhood group who hired a teacher for several families until tax-supported public schools. Discuss the values of society as revealed in laws making education a "must" for every child. Discuss how each child represents "potential with a push" in relation to individual and community development.

Discuss why families and communities share jointly the responsibility of educating each child in ways that will fit him for living in a changing world. Consider the influence on the child when parents fail to support the school and do not discourage their child from becoming a school "drop out". Contrast the unconcerned parent with a parent who cooperates with the school in the task of educating their child and in encouraging their child to take advantage of all opportunities for an education. Discuss youth's responsibility in developing their abilities and in taking advantage of opportunities provided for them.

Discuss how communities may provide health services for families. Discuss why family health is a joint effort and a common concern of the whole community and of the individual families. Survey the community to determine the health facilities of services available to families.

Consider the role of the family in teaching safety to their children and their responsibility for making their home safe for its members. List ways children might help make the home and community a safer place to live. Discuss how young people first learn driving habits and attitudes as they observe their parents behind the wheel. Consider how the development of safe driving habits is the joint responsibility of families and the community. Determine through study and survey ways the community is safety-minded. List ways the community might become more safety-minded.

Discuss the place of religion in helping individuals believe in something greater than human resources and helping one to understand and accept life and develop a philosophy for living. Consider how families joined together in churches may provide means for continuing and strengthening their faith and nurturing their young through spiritual training.

Discuss how recreation, like education is both a family and a neighborhood affair. Consider

that because of community needs and through joint effort play grounds and recreational facilities may be developed, some of which may provide supervised instruction and play. Survey facilities in the community.

Point out how a community is the result of people's actions and ways it can become a better place in which to live when people work together to make it so.

ATTITUDES AND VALUES OF SOCIETY TOWARD THE FAMILY REFLECTED IN LAWS RELATING TO THE FAMILY

Marriage laws
Divorce laws
Laws relating to family well-being

Discuss that from the "cradle to the grave" the family is affected by laws because of societies' concern for the family. Discuss the legal description of the conventional family as —"the family begins with a promise to marry that results in engagements. It comes to maturity with a more or less formal wedding ceremony. It reaches dissolution naturally, by death of one of the members; by separation; or legally by annulment and divorce".

Determine through research and study laws relating to marriage, divorce and family well-being in Alabama. Discuss why information and advice from an attorney are more reliable than advice from the next door neighbor or relatives. Discuss that many times families need only legal advice and not action and that legal entanglements may be avoided when one knows the law. Invite a lawyer to discuss "laws and the family." Determine through survey the organizations in the community or county which help families with ther problems.

LEGAL RESPONSIBILITIES IN RELATION TO THE FAMILY

Care and rearing of its children

Welfare of its members

Discuss why there are laws to protect family members. Study the laws related to the care and rearing of children. Discuss the mature responsibilities which the law places on parents for the rearing and care of their children. Consider why the law prohibits youthful marriage without parental consent. Consider what happens when parents fail to live up to their responsibilities or for some reason cannot give care or support to their children. Discuss provisions and protection of the law in relation to child adoption.

Invite a lawyer to discuss laws relating to child welfare and other laws relating to family well-being such as property laws, education, child labor laws, wills. (See Management—Specialized).

Generalizations

There is a constant interaction between the community and families.

Families and communities share responsibility for offering children and youth opportunities for educaton, for maintaining physical and mental well being, and recreation, for protection from danger, and for developing religious faith.

Laws pertaining to marriage, divorce, and family well-being reflect the attitudes and values of society toward family life.

The family is legally responsible for the care and rearing of its children, and for the welfare of its members.

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in

ALABAMA SECONDARY SCHOOLS

1964-65

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